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## The Principal's Role in Staff Development for Global Education at Selected Elite Chicago Area Secondary Schools

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THE PRINCIPAL'S ROLE IN STAFF DEVELOPMENT FOR GLOBAL  
EDUCATION AT SELECTED ELITE CHICAGO AREA SECONDARY SCHOOLS

by

Terryl Stirling

A Dissertation Submitted to the Faculty of the Graduate School of  
Loyola University of Chicago in Partial Fulfillment of the  
Requirements for the Degree of

Doctor of Philosophy

January

1993

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## VITA

The author, Terry Stirling, was born in Chicago on March 18, 1943. She graduated from New Trier High School in Winnetka, Illinois, in 1961 and from Skidmore College in Saratoga Springs, New York, with a B.A. in History in 1965. The following year she lived in Barcelona, Spain.

In 1967, Ms Stirling moved to Manhattan and began work at her first job with the Urban League of Greater New York in the Urban League Street Academy Program. As she began to define her role in that organization, she was surprised to find herself asking to teach high school dropouts. Her reflections on her own formal education had prepared her to become intensely interested in educational reform — a purpose she has served until the present.

In 1969, Ms Stirling and two of her colleagues at the Urban League were hired by Staten Island Community College to design a school for servicemen and a far smaller number of servicewomen who were returning from Vietnam. The purpose of the school, which was located at Fort Dix, New Jersey, and named College Discovery, was to prepare these war veterans to use their GI Bill and pursue higher education. Academic skills were taught using the war as the curriculum. After three years of development, this successful school had become a model for programs at other military installations. Montclair State College had become the sponsoring institution in liaison with Project Transition in the Department of Defense. Wanting to have the option to continue to work in education, Ms Stirling

earned an M.A. in Urban Education from Montclair State College in Montclair, New Jersey, during those years.

After resigning from College Discovery, Ms Stirling taught for the summer in the Open Admissions program at Staten Island Community College. She taught math to the twenty-five students who had scored lowest on the college placement exam. City University of New York accepted all high school graduates in one of its branches at that time. After that summer, Ms Stirling moved to Aspen, Colorado, where she lived for the next twelve years.

During the first four years in Aspen, Ms Stirling worked as the owner and manager of a full-service tennis shop in the summer and as an apres-ski bartender in the winter. When a vacancy occurred for a teaching assignment, Ms Stirling applied for the position of Social Studies teacher in the public school district at Aspen High School. Nine years later, after eight years of high school teaching and a leave of absence, part of which was spent in Asia, she moved to Chicago.

In Chicago, Ms Stirling has worked for the DuPage-Kane Educational Service Center, in Wheaton, Illinois, where she managed the Administrators' Academy, and for the Illinois Renewal Institute, in Palatine, Illinois, where she is presently a consultant working with adults in educational staff development. She also teaches part-time for the School of Education at Loyola University of Chicago.

Throughout the above years, Ms Stirling has traveled to many parts of the world including Africa, Asia, South America, Mexico, the Middle East, and Europe. She dreams about traveling to India.

## TABLE OF CONTENTS

ACKNOWLEDGMENTS. . . . .	iii
VITA . . . . .	iv
TABLE OF CONTENTS . . . . .	vi
CONTENTS OF APPENDICES . . . . .	vii
Chapter	
I. INTRODUCTION . . . . .	1
Background . . . . .	1
Definitions . . . . .	3
Method . . . . .	7
Purpose . . . . .	9
Limitations of the Study . . . . .	10
II. REVIEW OF RELATED LITERATURE . . . . .	11
Rationale for Global Education . . . . .	11
Characteristics of Global Education . . . . .	27
Documented Practices in Global Education . . . . .	35
III. PRESENTATION AND ANALYSIS OF DATA . . . . .	60
Rationale for Data Presentation . . . . .	60
The Principal's Vision . . . . .	65
The Principal's Support for Staff Development . . . . .	77
Staff Development . . . . .	85
Hiring . . . . .	99
Curriculum . . . . .	103
IV. CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDY . . . . .	130
Summary . . . . .	131
Conclusions . . . . .	134
Recommendations . . . . .	137

Suggestions for further study	.	.						138
REFERENCES	.	.	.	.	.	.	.	140
APPENDIX A	.	.	.	.	.	.	.	151
APPENDIX B	.	.	.	.	.	.	.	153
APPENDIX C	.	.	.	.	.	.	.	155
APPROVAL SHEET.	.	.	.	.	.	.	.	162



## CONTENTS FOR APPENDICES

APPENDIX A	Defining Global Education	.	.	.	151
APPENDIX B	Interview Questions	.	.	.	153
APPENDIX C	Selected Interview Data	.	.	.	155

## CHAPTER ONE

### INTRODUCTION

#### Background

"What we seem unwilling or unable to recognize is that our entire modern world is itself inspired not by a rational process, but by a distorted dream experience, perhaps by the most powerful dream that has ever taken possession of human imagination. Our sense of progress, our entire technological society, however rational in its functioning, is a pure dream vision in its origin and in its objectives."

Thomas Berry, The Dream of the Earth<sup>1</sup>

Global education is, above all, a way of thinking. It is a way of teaching students that encompasses multiple perspectives and an unceasing reference to a world view. It is not dogmatic, but rather, engages learners in persistent conversation and inquiry. It is open to novel patterns of thought and new shifts of understanding. Among other ideas, global education acknowledges the interdependence of the earth's inhabitants, emphasizes the global character of many of the earth's systems, and recognizes both the diversity and universality of human experience.

Global education has implications for all aspects of schooling. It collects knowledge generated throughout the world and processes it

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<sup>1</sup>Thomas Berry, The Dream of the Earth (San Francisco: Sierra Club, 1990), 205.

through a variety of lenses, thereby providing a realistic foundation on which to solve problems and make appropriate decisions. Because global education is sensitive to the current state of the world, its proponents believe that it has the potential to generate educational policy and practice that is both relevant and modern. Global educators may provide the leadership to transform American education profoundly.

The study that follows examines a microcosm of American education in order to describe the dynamics of global education. The microcosm consists of elite American secondary schools within the large metropolitan area of Chicago and its surrounding suburbs. Elite schools, by virtue of the high socioeconomic status of the families of their student populations, command the greatest resources, are least consumed by pressing social problems, and serve communities with relatively high levels of sophistication. Chicago, the third largest urban and suburban area in the country, provides a manageable, yet sizable, sample for this study.

Awareness and monitoring of global education efforts, as well as efforts to educate faculty members, are examined from the perspective of the school principal who is responsible for the school as a whole. This study emphasizes the principal's leadership role in staff development for global education. The principal is responsible, through staff development, either directly or indirectly through his or her subordinates, for the education of the teachers in the school. The quality and character of the education imparted through the American school, though certainly this does not constitute the entire education of a child, depend strongly on the teacher in the classroom.

### Definitions

Global educators have constituted an informal network in America for over twenty-five years.<sup>2</sup> There is general agreement among global educators about the definition of global education. Perhaps the most commonly referred to and well-known description of the field was written in 1976 by Robert Hanvey in An Attainable Global Perspective. Hanvey identifies the following five dimensions of global education:

- Perspective Consciousness: the recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own.<sup>3</sup>
- "State of the Planet" Awareness: awareness of prevailing world conditions and developments, including emergent conditions and trends, e.g. population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, inter-nation and intra-nation conflicts, etc.<sup>4</sup>
- Cross-cultural Awareness: awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some

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<sup>2</sup>Willard M. Kneip, A Critical Review of the Short History of Global Education: Preparing for New Opportunities (New York: The American Forum for Global Education, 1985), 2.

<sup>3</sup>Robert G. Hanvey, An Attainable Global Perspective (Denver: Center for Teaching International Relations, 1976; reprint, New York: Global Perspectives in Education, 1982), 4 (page references are to reprint edition).

<sup>4</sup>Ibid., 6.

limited recognition of how the ideas and ways of one's own society might be viewed from other vantage points.<sup>5</sup>

- Knowledge of Global Dynamics: some modest comprehension of key traits and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciousness of global change.<sup>6</sup>

- Awareness of Human Choices: some awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands.<sup>7</sup>

These dimensions involve knowledge, skills, and values. One should know about the state of the planet, its ecology, and its operating and belief systems. Comparing and evaluating this knowledge require thinking abilities. Finally, choosing incorporates values. Global values are those that promote peace, human rights, health, and well-being. These are the values that respect all living things and promote the welfare of the planet as a whole.

An excellent, terse, and complementary definition, consistent with Hanvey's above and written by the Center for Human Interdependence, states:

Global education involves learning about those problems and issues that cut across national boundaries, and about the interconnectedness of systems—ecological, cultural, economic, political, and technological. Global education involves perspective taking—seeing things through the eyes and minds of others—and it means the realization that while individuals

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<sup>5</sup>Ibid., 8.

<sup>6</sup>Ibid., 13.

<sup>7</sup>Ibid, 22.

and groups may view life differently, they also have common needs and wants.<sup>8</sup>

Some topics which are frequently considered to belong to the field of global education include:

<u>Topics</u>	<u>Skills/Concepts</u>	<u>Values</u>
area studies	multiple perspectives	peace
foreign language	systems thinking	human rights
ecology/environment	interdependence	literacy
hunger/nutrition	cooperation	diversity
war/peace studies	development	education
world history	scarcity	health
world literature	conflict resolution	
world arts	modernization	
exchange programs	social action	
travel		
service programs		
work skills		
environment		
sexism		
racism		
colonialism		

The quality of global education in American schools is dependent on school personnel. Teachers and other relevant staff members become educated in global education through staff development, broadly defined. Staff development within an educational organization is understood to mean human resource development, or professional growth training at an individual, small group, or large group level. Within schools, staff development is often

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<sup>8</sup>Kenneth A. Tye, "Conclusion: A Look to the Future," in Global Education: From Thought to Action. The 1991 Yearbook of the Association for Supervision and Curriculum Development, ed. Kenneth A. Tye (Alexandria, VA: ASCD, 1990), 163.

categorized as individual, school-wide, or district-wide.<sup>9</sup> Staff development in this study includes individual activities as well as any group activity. Groups organized outside of the school structure might include any voluntary associations, professional organizations, interest groups, service groups, international agencies, business alliances, or government sponsored ventures.

Staff development for global education often appears in the following forms:

<u>Individual</u>	<u>Small Group</u>	<u>Large Group</u>
personal reading	workshops	consultant-designed
personal viewing	seminars	programs
course work	conferences	district or school
degree work	cultural events	themes
sabbatical	interest groups	in service days
leave of absence	peer coaching	in service days with
travel	voluntary groups	follow up
teacher exchange	support groups	
teacher-student	school/business	
travel	programs	
volunteer service	school/government	
	programs	

The principal, as the instructional leader of a school, can treat staff development for global education in a wide variety of ways. He or she can inspire with a vision or sense of mission. The principal can support staff development for global education by communicating a sense of vision or mission, by dedicating resources among priorities, and through setting criteria for the hiring of new staff members.

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<sup>9</sup>Bruce Joyce and Beverly Showers, Student Achievement Through Staff Development (New York: Longman, 1988), 57-64.

Staff development for global education may also be discouraged, avoided, ignored, opposed, or prohibited by the principal.

Teachers, of course, may assume the leadership role themselves in these staff development efforts.<sup>10</sup> Some districts employ a Director of Staff Development, or have designated another administrator or teacher to fill this role. Presumably, teacher leadership will be affected by the attitude and practice of the principal. The principal, whether he or she focuses on management, interpersonal relations, program, or student development, strongly influences individual staff development.<sup>11</sup> The principal is also the one person in the school likely to grasp the growth activities that the many teachers in his or her school are engaged in. As the central monitor of the educational activities of all the various personalities involved, he or she provides the most valuable source of information in a sample of schools.

### Method

This qualitative study consists of an analysis of data gathered through interviews with the principals of the schools in the sample of

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<sup>10</sup>Bruce Joyce, Barrie Bennett, and Carol Rolheiser-Bennett, "The Self-Educating Teacher: Empowering Teachers Through Research," in Changing School Culture Through Staff Development. The 1990 Yearbook of the Association for Supervision and Curriculum Development, ed. Bruce Joyce (Alexandria, VA: ASCD, 1990), 26-40.

<sup>11</sup>Kenneth A. Leithwood, "The Principal's Role in Teacher Development," in Changing School Culture Through Staff Development. The 1990 Yearbook of the Association for Supervision and Curriculum Development, ed. Bruce Joyce (Alexandria, VA: ASCD, 1990), 71.



elite Chicago area secondary schools. The principals of the following schools were asked to consent to an interview:

Barrington High School	Illinois Math and Science
Deerfield High School	Academy
Evanston Township High School	Lake Forest Academy
Fenwick High School	Lake Forest High School
Francis Parker High School	Loyola Academy
Glenbard West High School	New Trier Township High School
Glenbrook North High School	North Shore Country Day School
Glenbrook South High School	St. Ignatius High School
Highland Park High School	Stevenson Prairie View High
Hinsdale Central High School	School
Homewood-Flossmore High School	

Three of the principals in this original sample refused to be interviewed. One fell ill, one postponed because he had to interview to fill an unexpected number of staff vacancies, and one delegated his assistant principal to participate in the interview. An additional school was later included and that principal interviewed.

Each principal was provided with a short written description of global education to clarify its definition.<sup>12</sup> Each principal was interviewed using the Sample Questionnaire as a guide.<sup>13</sup> The data from these interviews were then compiled and analyzed in order to answer the following guiding questions:

How do the factors (1) the principal's vision, (2) the principal's support for staff development, (3) staff development, (4) hiring, and (5) curriculum describe global education?

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<sup>12</sup>See Appendix A.

<sup>13</sup>See Appendix B.

What is the relationship between the principal's level of support for staff development and the staff development program?

What is the relationship between staff development for global education and the curriculum?

What patterns emerge from the data?

### Purpose

The purpose of this study is to describe the principal's role in staff development efforts for global education in some of the educational settings most likely to yield useful information. That is the academic and scholarly intent of this work. The motive for this endeavor is to seek ways to open American education to greater vistas, to free American education for complex ways of thinking, to promote peace and the pursuit of happiness for all the earth's people, and, above all, to encourage a global perspective. The motivation for this study comes from perspective itself. May the research involved maintain its rightful place in the grander scheme of things, and may this author reflect from time to time on the student in Whitman's poem:

When I heard the learn'd astronomer,  
 When the proofs, the figures, were ranged in columns  
 before me,  
 When I was shown the charts and diagrams, to add,  
 divide, and measure them,  
 When I sitting heard the astronomer where he lectured  
 with much applause in the lecture-room,  
 How soon unaccountable I became tired and sick,  
 Till rising and gliding out I wander'd off my myself,  
 In the moist night air, and from time to time,  
 Look'd up in perfect silence at the stars.

Walt Whitman (1819)

*When I Heard the Learn'd Astronomer*<sup>14</sup>

### Limitations of the Study

This study was subject to various limitations. By design, attention was focused on a small microcosm of global education. The sample described is limited to formal education, secondary school, the Chicagoland area, and elite populations. Therefore, education that occurs in other than formal educational settings is virtually ignored unless there is some collaboration between outside global educators and schools. Similarly, global education in elementary schools and other schools and global education in non-school settings are not considered. Global education that occurs outside of the greater Chicago metropolitan area and the global education of students in less than high socio-economic environments were not considered.

Only principals were interviewed, so this study is limited by their awareness, cooperation, and integrity. Documentation and artifacts were always requested in order to supplement and substantiate the oral record.

Finally, this study was limited to the American experience. Lessons that could be learned from educators in all the other countries of the world were not studied.

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<sup>14</sup>Walt Whitman, "When I Heard the Learn'd Astronomer," in Complete Poetry and Selected Prose, ed. James E. Miller, Jr. (Boston: Houghton Mifflin, 1959), 196.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

"We are in the process of transiting from one psychic order to another psychic order. We are beginning to see things that we never saw before, to know things that we never knew before, to doubt things that we never doubted before."

Robert G. Hanvey, An Attainable Global Perspective<sup>1</sup>

The literature related to the principal's support for global education in American secondary schools encompasses the intersection of several areas of research. Literature that addresses the relationships among the concepts of global education, staff development, and the leadership role of the principal is reviewed here. Of these related areas, global education is the independent variable, so to speak, and supplies the motivation for the study.

#### Rationale for Global Education

Global education refers to a loosely organized network or movement that has been active in American education for approximately twenty-five years.<sup>2</sup> The rationale for its efforts has

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<sup>1</sup>Robert G. Hanvey, An Attainable Global Perspective (Denver: Center for Teaching International Relations, 1976; reprint, New York: Global Perspectives in Education, 1982), 21.

<sup>2</sup>Chadwick F. Alger and James E. Harf, "Global Education: Why? For Whom? About What?" in Promising Practices in Global Education:

been corroborated so consistently in the media that it is a rare individual who has not heard that he or she lives in a shrinking world, a spaceship earth, a global village. The message is clear that humanity is interdependent and connected through social, economic, military, electronic, ecological, artistic, and other systems. These systems do not conform to the boundaries of the nation-state. That there is a dissonance between this world and the conception of the world in the public schools has also received widespread media attention. It appears as though the public schools are preparing students to live in quite a different reality. It is this anomaly that creates the need to change our schools through global education. The rationales for global education that follow are typical of those that exist in the literature.

Willard Kneip, in his succinct synopsis A Critical Review of the Short History of Global Education: Preparing for New Opportunities, noted in 1985 that the rationale for global education had been consistent since the beginning of the movement.<sup>3</sup> The Becker/Anderson report of 1969 endorsed the view that young people should be educated for citizenship in an increasingly pluralistic, interdependent, and changing world.<sup>4</sup> Kneip includes a

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A Handbook of Case Studies, ed. Robert E. Freeman (New York: National Council on Foreign Language and International Studies in collaboration with Global Perspectives in Education, 1986), 1, and Willard M. Kneip, A Critical Review of the Short History of Global Education: Preparing for New Opportunities (New York: The American Forum for Global Education, 1985), 2.

<sup>3</sup>Kneip, 9.

<sup>4</sup>J. M. Becker, "An Examination of Objectives, Needs and Priorities in the United States Elementary and Secondary Schools,"

classic quote, written in 1973 and seen often in the literature, by former U.S. Ambassador to Japan, Edwin Reischauer:

We need a profound reshaping of education if mankind is to survive in the sort of world that is fast evolving. . . . Before long, humanity will face grave difficulties that can only be solved on a global scale. Education is not moving rapidly enough to provide the knowledge about the outside world and the attitudes toward other people that may be essential for human survival within a generation or two.<sup>5</sup>

Kniep set forth the routine, two-part argument for global education. The first part describes the interconnectedness of the world, noting U.S. dependence on foreign goods, the dependence of domestic employment on foreign markets, communication and transportation technology, environmental damage caused by increasing industrialization, the pronounced gap in wealth between the industrial and developing worlds, and the threat of nuclear war.

The second part of the argument asserts that American education does not equip students to participate in the world as described. Kniep highlights research which supports this point of view. Our curriculum and textbooks are largely ethnocentric and nationalistic,<sup>6</sup> teachers are ill-prepared and uncomfortable with

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report of the U.S. Office of Education on Project 6-2408, ERIC Document Reproduction Service, Bethesda, Maryland, 1969, cited in *ibid*.

<sup>5</sup>Edwin Reischauer, Toward the 21st Century: Education for a Changing World 4, cited in *ibid*.

<sup>6</sup>J. Nelson, "Nationalistic vs. Global Education: An Examination of National Bias in the Schools and Its Implications for a Global Society," Theory and Research in Social Education, 4:1 (1976); cited in *ibid*, 10.

global issues,<sup>7</sup> global education receives scant attention in school curricula and textbooks,<sup>8</sup> and American youth are generally ignorant of and disinterested in other cultures.<sup>9</sup>

In 1986, Chadwick F. Alger and James E. Harf wrote a working paper entitled "Global Education: Why? For Whom? About What?" that has become a global education standard. This paper, first developed for the project "Guidelines for International Teacher Education," which was funded by the U.S. Department of Education and undertaken by the American Association of Colleges for Teacher Education in collaboration with the International Council on Education for Teaching and the National Council on Foreign Language and International Studies, is characteristic of the often collaborative structures involved in global education efforts.<sup>10</sup> Essentially Alger and Harf reiterate the same argument for global education. ". . . You are deeply involved in the world. What are you doing about it and how competent are you?"<sup>11</sup>

The purpose of global education is not to prepare students for some preferred future, but to prepare them for current reality. No

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<sup>7</sup>Frank Klassen and Howard Leavitt, Teacher Education and Global Perspectives, (Washington, D.C., 1982) ERIC Clearinghouse on Teacher Education, and Jan Tucker, "Teacher Attitudes Toward Global Education: A Report from Dade County," Educational Research Quarterly, 8:1(1983), 65-77, cited in *ibid*, 11.

<sup>8</sup>John I. Goodlad, A Place Called School (New York: McGraw Hill, 1984).

<sup>9</sup>Judith Torney, et al. Civic Education in Ten Countries: An Empirical Study, cited in Kneip, 11, and Educational Testing Service, ETS National Survey of Global Understanding, cited in Kneip, 11.

<sup>10</sup>Alger and Harf, in Freeman, 1.

<sup>11</sup>*Ibid*, 3.

longer is a global education relevant only for the elite few whose career plans point toward government service, political science, or economics.

Physicians, dentists, nurses, lawyers, teachers, journalists, bankers, business persons, agronomists, and so forth are all involved in world affairs, both as professionals and as private persons. It naturally follows that plumbers, electricians, carpenters, and workers in factories, offices, stores, and restaurants are similarly involved. All have need to know in what ways they are involved, how they are affected, and how they affect people in other countries.<sup>12</sup>

Historically, the term "international education" had an elitist ring to it and referred to those for whom such an education was relevant. Since international education had become relevant for all students, some prefer to distinguish between the two terms, global education and international education, although the terms are, also, often used interchangeably.

A few years earlier in 1983, in a project of the Task Force on Elementary, Secondary, and Undergraduate Education, the National Council on Foreign Language and International Studies published a handbook which is still published and widely used today. It is entitled Internationalizing Your School: A Handbook and Resource Guide for Teachers, Administrators, Parents and School Board Members.<sup>13</sup> In this document virtually the same case is made for

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<sup>12</sup>Ibid, 2-3.

<sup>13</sup>Frank H. Rosengren, Marylee Crofts Wiley, and David S. Wiley, Internationalizing Your School: A Handbook and Resource Guide for Teachers, Administrators, Parents and School Board Members (New York: National Council on Foreign Language and International Studies, 1983).



global education. The authors cite an address by Robert Hanvey to the 1979 Conference on International Education in which he notes the scarcity of "global or international" educators among both teachers and administrators.

The alternative to increasing international content in the curricula of schools is to accept that U.S. public education will make little contribution to a developing knowledge base from which intelligent Americans must participate in a world of nuclear armaments and competing industrial nations.<sup>14</sup>

Within this definition there also lies the additional motive of competition with other nations. This aspect of the rationale for a global education has magnified as Americans have begun to notice their diminishing hegemony in the world order.

The federal government in the 1980s forged the connection between global economic conditions and education in the public mind. The publication of national reports on the state of education related to global interdependence was widely publicized and focused national attention on education. The oft-quoted lines from A Nation at Risk, published in 1983, are becoming a modern homily: "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war."<sup>15</sup> This foreboding report invoked further global images:

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<sup>14</sup>Ibid, xiii.

<sup>15</sup>National Commission on Excellence in Education, A Nation at Risk: The Imperative for Educational Reform (Washington, D.C.: U.S. Government Printing Office, 1983), 5.

The risk is not only that the Japanese make automobiles more efficiently than Americans and have government subsidies for development and export. It is not just that the South Koreans recently built the world's most efficient steel mill, or that American machine tools, once the pride of the world, are being displaced by German products. It is also that these developments signify a redistribution of trained capability throughout the globe. Knowledge, learning, information, and skilled intelligence are the new raw materials of international commerce and are today spreading throughout the world as vigorously as miracle drugs, synthetic fertilizers, and blue jeans did earlier. If only to keep and improve on the slim competitive edge we still retain in world markets, we must dedicate ourselves to the reform of our educational system for the benefit of all—old and young alike, affluent and poor, majority and minority. Learning is the indispensable investment required for success in the "information age" we are entering.<sup>16</sup>

Another widely disseminated national report, A Nation Prepared: Teachers for the 21st Century, repeated the global argument emphasizing the dissonance between changing world conditions and the schools which didn't seem to get it.

Much of the rhetoric of the recent education reform movement has been couched in the language of decline, suggesting that standards have slipped, that the education system has grown lax and needs to return to some earlier performance standard to succeed. Our view is very different. We do not believe the educational system needs repairing; we believe it must be rebuilt to match the drastic change needed in our economy if we are to prepare our children for productive lives in the 21st century.<sup>17</sup>

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<sup>16</sup>Ibid. 6-7.

<sup>17</sup>Task Force on Teaching as a Profession, A Nation Prepared: Teachers for the 21st Century (New York: Carnegie Corporation of New York, 1986), 14.

Then, in an effort to transcend the merely pecuniary, the reasoning continues.

But even if by some economic miracle this country could remain competitive without rebuilding our education system, we must do so for other compelling reasons; equal opportunity for all our children and preservation of an informed population capable of self-government—a citizenry with a shared sense of democracy and a vision of our potential as a nation.<sup>18</sup>

Under the "reserved powers" clause of the tenth amendment to the United States Constitution, education, unmentioned in that great document of fundamental law, is under the jurisdiction of state and local governments.

Given this political context, an endorsement by the National Governors' Association extended credibility to global educators. In 1989, the Association's Task Force on International Education released its report: "America in Transition—The International Frontier." This report was published in its entirety in Access, an influential newsletter produced by The American Forum in cooperation with Global Perspectives in Education, Inc. (GPE), The Alliance for Education in Global and International Studies (AEGIS), and The National Council on Foreign Language and International Studies (NCFLIS).<sup>19</sup>

The governors' report contained the standard two-part argument for global education: "The world is growing smaller. Fiber

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<sup>18</sup>Ibid.

<sup>19</sup>National Governors' Association Task Force on International Education, "America in Transition—The International Frontier," in Access 85 (1989): 2-11.

optic networks span the continents. Millions of dollars move in seconds from Milan to Tokyo to New York. . . . The international frontier is no longer the future—a new age has arrived."<sup>20</sup> The report lamented American geographic illiteracy, limited foreign language proficiency, and widespread ignorance concerning international realities. Data revealed, for example, that twenty-five percent of Dallas high school seniors did not know the country bordering the United States on the south and that forty percent of Boston seniors could not name the six New England states.<sup>21</sup> A Gallup poll had shown that in knowledge of geography the U.S. ranked behind Sweden, West Germany, Japan, France, Canada, and Great Britain, but ahead of Italy and Mexico, and that young American adults (age eighteen to twenty-four) knew the least about geography of any age group surveyed in any country.<sup>22</sup>

The task force's report and its detailed objectives were handily appropriated by global educators, even though the language of this report, following the pattern of the numerous national reports on education, stressed commerce and competition. The governors' six point *offensive* stated that (*italics supplied throughout*):

Specifically we must:

- Discover new and emerging international *markets* for American *products*, to become again the *Yankee traders* we once were.

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<sup>20</sup>Ibid, 2.

<sup>21</sup>Ibid, 4.

<sup>22</sup>Gallup survey in *ibid*.

- Bring an international perspective to our daily living to understand foreign nations and the people beyond our borders. . . to learn the international language of *business*.

- Expand our research, and use our technology, to create both new *products* and new processes to maintain America's *competitive position*.

- Capitalize* on the natural *advantages* of American *manufactures* and regain *competitiveness* in our domestic *markets*.

- Improve our highways, airports, airways and ports so we can move our people across town and our *products* around the globe.

- Invest in the health, education, and training of our children so they can live healthier and more *productive* lives.<sup>23</sup>

This language distressed many global educators whose ideas stem from a coherent belief system which is antithetical to the notion that one nation should prevail over all others. Laurien Alexandre and Stephen Commins, editors of the respected newsletter Global Pages, express these sentiments in an article which appeared in Global Pages and which was subsequently adapted and reprinted in Access:

. . . we differ on the reasons for global education's importance. It is not, as the report asserts, because "We cannot survive in a world we do not understand, nor can we resolve economic, political and environmental problems without the knowledge base and communications skills to do so." Simply put, we cannot create a more peaceful, just and cooperative world if we do not promote global education as an integral part of the nation's schooling. . . .We share the governors' sense of urgency

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<sup>23</sup>Gerald L. Baliles, in *ibid*, 2.

about internationalizing the curriculum. The report's recommendations—such as making international education a part of basic education and providing in service training for teachers—are sound. But we disagree that the sole motivation for states to take such actions is, as the report seems to indicate, to improve international trade and create internationally literate employees. The goal of international education should be to create internationally-knowledgeable students but NOT in order to return to some mythical period of unchallenged American hegemony. Indeed, the United States is in transition and the world has changed but the governors seem to believe that, with a little education, they can turn back the hands of time.<sup>24</sup>

The political leadership at the state level modified the two-part rationale for global education by focusing on the relative status of the United States in each part. To them, the U.S. was slipping in an interdependent world and the schools were not preparing students to compete and prevail in such a world. This is slightly different from the standard argument which states that the U.S. is a vital part of an interdependent world which must perish or prevail as a whole, and that schools were not equipping students to promote the mutual survival and prosperity of all.

In 1991, The Association for Supervision and Curriculum Development (ASCD) published its yearbook entitled Global Education: From Thought to Action. ASCD had related its 1989 national conference, "Educating Global Citizens: Illuminating the Issues," to global education. In the lead article of this ASCD yearbook, Lee F. Anderson, a professor at Northwestern and a

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<sup>24</sup>Laurien Alexandre and Stephen Commins, adapted from "The National Governors' Report: A Myopic Vision," Global Pages 7:2 (April/June, 1989) in Access 89 (September 1989), 5-6.

leading proponent of global education, reformulated the familiar argument. His case is grounded in three related propositions:

1. In the past two decades, three historically profound and mutually reinforcing changes in the world's social structure have converged; Global interdependence is rapidly increasing while western dominance is eroding and American hegemony is declining.
2. The convergence of these changes is globalizing many facets of American society, including its economy, polity, demography, and culture.
3. Education mirrors society in the sense that social change generates educational change.<sup>25</sup>

His case for the decline of American hegemony is most convincing. It is as though the denial period is over, the disease has progressed, and the patient is now willing to accept what the doctor has been saying all along. Anderson explains that only three countries in all of history have even enjoyed even a brief hegemony over all others. These nations are the Netherlands, Great Britain, and the United States of America. The last of these, the U.S. is in the process of decline. The American percent of world manufacturing plummeted from 30% to 13% in the 1980s. The trade surplus the country had enjoyed since 1893 became a deficit in 1975 and exceeded 171 billion annually by the late 1980s. After being a

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<sup>25</sup>Lee F. Anderson, "A Rationale for Global Education," in Global Education: From Thought to Action. The 1991 Yearbook of the Association for Supervision and Curriculum Development, ed. Kenneth A. Tye (Alexandria, VA: ASCD, 1990), 32.

creditor nation from 1915 to 1985, America has become the greatest debtor nation on earth, owing about \$400 billion by 1987.<sup>26</sup>

The cooperative arguments of educators and the economic admonitions of politicians have now just become part of the reality. Anderson reasons that driver education in the U.S. and England should be right-laned just because we live in a society where motorists use the right lane. It is not intrinsically better to drive either in the left or right lane. By analogy, global education is not intrinsically better than national or local education, it is simply appropriate. More than appropriate, Anderson also predicts that it is inevitable because "education mirrors society." He cites as historical examples how the factory system became reflected in universal primary school, and how the corporate and government bureaucracies found their image in the high school.<sup>27</sup> Anderson closes on this note of historical determinism but adds a moral imperative in the tradition of global educators.

. . . we have no choice but to press on with the task of globalizing American education. To do otherwise would be intellectually stupid and socially irresponsible because we would be putting at risk the children we love, the students we teach, and the nation we cherish.<sup>28</sup>

In 1990, President Bush and the nation's governors, in an attempt to assume a leadership role in educational reform, together adopted six goals for the reform of education. These goals and the strategy to achieve them are known as America 2000. The fourth of

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<sup>26</sup>Ibid, 18-20.

<sup>27</sup>Ibid, 32.

<sup>28</sup>Ibid, 33.



the six goals especially reflects the competitive chauvinism characteristic of the governors' report mentioned earlier, as well as a tendency to deny the reality of America's academic achievement relative to other nations.<sup>29</sup> The fourth goal states that "(b)y the year 2000: 4. U.S. Students will be first in the world in science and mathematics achievement."

Global education has been challenged by both political and religious conservatives.<sup>30</sup> Some in the political right perceive that the movement represents a threat to their cherished paradigm that places the U.S. above all other countries in the world.<sup>31</sup> Phyllis Schaflly accused global educators of indoctrinating students with "the falsehood that other nations, governments, legal systems, cultures, and economic systems are essentially equivalent to us and entitled to equal respect."<sup>32</sup> Religious fundamentalists view global education as a quasi-religion which they call secular humanism.

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<sup>29</sup>U.S. Department of Education, America 2000: An Education Strategy (Washington, D.C.: GPO, 1991), 19.

<sup>30</sup>Kenneth A. Tye, "Conclusions," in Global Education: School-Based Strategies, ed. Kenneth A. Tye (Orange, CA: Interdependence Press, 1990), 137-138; Merry M. Merryfield with Jay Harris, "Getting Started in Global Education: Essential Literature, Essential Linkages for Teacher Educators," draft of article to appear in San Francisco State University School of Education Review 4:1 (Spring 1992): 11.

<sup>31</sup>E. Buehrer, The New Age Masquerade, cited in Merry M. Merryfield with Jay Harris, "Getting Started in Global Education: Essential Literature, Essential Linkages for Teacher Educators," draft of article to appear in San Francisco State University School of Education Review 4:1 (Spring 1992): 11.

<sup>32</sup>Phyllis Schaflly, "What Is Wrong With Global Education," St. Louis Democrat, 26 March 1986, 23, in *Ibid.*, 52.

Gregg Cunningham, an official in the Department of Education, studied the materials used by The Center for Teaching International Relations (CTIR) at the University of Denver. These materials were used by global educators to teach teachers and were designed to be ultimately used with K-12 students. In his report, "Blowing the Whistle on Global Education," Cunningham reproached CTIR for gullibly believing in values such as peace, social justice, and equity, and for promoting a new utopian world order.<sup>33</sup> The materials used by global educators in Minnesota and Iowa were similarly maligned. The Minnesota materials allegedly were biased and distributed by a radical, left-wing organization.<sup>34</sup> In Iowa, teaching materials developed through the State Department of Education were characterized as being ". . . against agriculture and for redistribution of wealth and worship of the goddess Earth/Gaia."<sup>35</sup>

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<sup>33</sup> G. Cunningham, "Blowing the Whistle on Global Education," Washington, D.C.: U.S. Department of Education, Region IV, in Steven L. Lamy, "Global Education: A Conflict of Images" in Global Education: From Thought to Action. The 1991 Yearbook of the Association for Supervision and Curriculum Development, ed. Kenneth A. Tye (Alexandria, VA: ASCD, 1990), 51.

<sup>34</sup> K. Kersten, The Radicalization of Minnesota's Public School Curriculum: The Case of Central America, cited in Merry M. Merryfield with Jay Harris, "Getting Started in Global Education: Essential Literature, Essential Linkages for Teacher Educators," draft of article to appear in San Francisco State University School of Education Review 4:1 (Spring 1992): 10.

<sup>35</sup> H. Hunter, "A 'World Class' Education is a Dangerous Idea," Cedar Rapids Gazette, 14 February 1991, cited in Merry M. Merryfield with Jay Harris, "Getting Started in Global Education: Essential Literature, Essential Linkages for Teacher Educators," draft of article to appear in San Francisco State University School of Education Review 4:1 (Spring 1992): 10.

A variety of analyses of the above controversies has been published. Among them are Lamy's "Global Education: A Conflict of Images," already mentioned; his "Controversy in the Social Studies Classroom: A Review of Concerns Related to Teaching International Relations" "Global Education: In Bounds or Out?" published by the National Council for the Social Studies Ad Hoc Committee in 1987; and John O'Neil's "Global Education: Controversy Remains but Support Growing."<sup>36</sup> Other instructive commentaries include Frances Fitzgerald's "Reagan's Band of True Believers," Ryerson's article "The Ticking Bomb of Nuclear Age Education," and Maghrooi and Ramberg's Globalism vs. Realism.<sup>37</sup>

It is difficult for global educators to diffuse objections, to be "patriotic" enough, or to refrain from teaching about "other" religions and belief systems. Thinking patterns which promote comparison, investigation, comparison, and evaluation are inherent in the field.

Thus global educators who encourage critical thinking and the "weighing of evidence" from contending perspectives are seen as guilty of imposing their social and political preferences on students, encouraging disrespect for American institutions and culture and rejecting the core assumption of the ultraconservatives: The American system is the best system and we have a mission to bring our ideals to the rest of the world."<sup>38</sup>

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<sup>36</sup>Merry M. Merryfield with Jay Harris, "Getting Started in Global Education: Essential Literature, Essential Linkages for Teacher Educators," draft of article to appear in San Francisco State University School of Education Review 4:1 (Spring 1992): 11.

<sup>37</sup>Lamy, "Global Education: A Conflict of Images," 63.

<sup>38</sup>Ibid., 52.

### Characteristics of Global Education

The myriad attempts to elucidate the characteristics of global education are generally compatible with one another and represent various approaches to the same phenomenon. The literature does not abound with competing interpretations or treatises and counter-treatises flowing from antagonistic schools of thought. Although there is not absolute agreement, there is negligible disagreement over the meaning or boundaries of global education. The most well known and reflective construct is probably Robert G. Hanvey's five dimensions of an attainable global perspective, detailed above in Chapter One.<sup>39</sup> As another example of the collaborative nature of global efforts referred to earlier, Hanvey's analysis was funded by a grant from the National Endowment for the Humanities to the Center for Teaching International Relations of the Graduate School of International Studies of the University of Denver.

Alger and Harf have, like Hanvey, captured the endorsement of readers with their interpretation.<sup>40</sup> They identify five basic themes or dimensions of relations and institutions. They acknowledge that these are only a part of a larger array of relevant themes. The five are:

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<sup>39</sup>Robert G. Hanvey, An Attainable Global Perspective (Denver: Center for Teaching International Relations, 1976; reprint, New York: Global Perspectives in Education, 1982), 4-28.

<sup>40</sup>Chadwick F. Alger and James E. Harf, "Global Education: Why? For Whom? About What?" in Promising Practices in Global Education: A Handbook of Case Studies, ed. Robert E. Freeman (New York: National Council on Foreign Language and International Studies in collaboration with Global Perspectives in Education, 1986), 3-11.

- Values. Diverse people join forces to establish global standards for issues such as international peace, national self-determination, national development, international economic equity, national autonomy and self-reliance, ecological balance, basic human needs, and participation.
- Transactions. Formal and informal political, military, economic, social, and other networks operate across all borders. These include interactions between global regimes such as ocean regimes, financial regimes, and population regimes.
- Actors. World affairs are no longer the primary responsibility of national governments. Actors include international governmental organization (IGOs) such as UNESCO, WHO, the World Meteorological Organization, and the International Telecommunications Union; international nongovernmental organizations (INGOs) such as those involved with disarmament, food, development, women, and the law of the sea; transnational or multinational corporations (TNCs) such as Nestles and Citibank; subnationals such as state or provincial governments.
- Procedures and Mechanisms. These include negotiations, conferences, violence, war, terrorism, and covert intelligence.
- Issues. Global issues include pollution, refugees, population, food, energy, and security.

Alger and Harf argue that

human beings cannot have a fulfilling life on this planet without global education. For us, national borders must not be barriers to understanding. The removal of blinders is essential not only for decision makers or even for a specially chosen elite, but for everybody. To paraphrase a quote designed for the concept of war, "world affairs and their resultant consequences are too important to be left to the official

managers." From this it follows that all educators, whatever their discipline, have a role to play in global education.<sup>41</sup>

Roland Case added "perceptual dimensions" to supplement what he refers to as Hanvey's "substantive" dimensions. These include open-mindedness, anticipation of complexity, resistance to stereotyping, inclination to empathize, and non-chauvinism.<sup>42</sup>

Willard F. Kniep in his handbook for curriculum development identifies his conception of "essential elements of a global education":

1. The domain of human values and cultures
  - a. Universals—standards for what it means to be human.
  - b. Diverse human values—cultural differences
2. The domain of global systems
  - a. Economic systems
  - b. Political systems
  - c. Technological systems
  - d. Ecological systems
3. The domain of persistent global problems and issues
  - a. Peace and security issues
  - b. Development problems and issues
  - c. Environmental problems and issues
  - d. Human rights issues
4. The domain of global history
  - a. Contact and borrowing among cultures and societies
  - b. Origins and development of cultures and values
  - c. Evolution of global systems
  - d. Historical antecedents to problems and issues<sup>43</sup>

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<sup>41</sup>Ibid, 11.

<sup>42</sup>Roland Case, Key Elements of a Global Perspective, cited in Merry M. Merryfield with Jay Harris, "Getting Started in Global Education: Essential Literature, Essential Linkages for Teacher Educators," draft of article to appear in San Francisco State University School of Education Review 4:1 (Spring 1992): 4.

<sup>43</sup>Willard M. Kniep, Next Steps in Global Education: A Handbook for Curriculum Development (New York: The American Forum, Inc., 1987), 59-77.

Steven L. Lamy, who was the former director of The Center for Teaching International Relations at the University of Denver and later Assistant Professor of International Relations in the School of International Relations at the University of Southern California and Director of the Center for Public Education in International Affairs, argues for more rigor in the intellectual guidelines for global education programs. In his monograph, The Definition of a Discipline: The Objects and Methods of Analysis in Global Education, he advocates comparative methods of analysis and four essential intellectual goals for building a global education program:

1. Knowledge acquisition from a multiple perspective
2. The exploration of worldviews
3. Skills for understanding
4. Strategies for participation and involvement.<sup>44</sup>

In his study of conservative opposition to global education, Lamy elaborates on the intellectual goals of the field. To preserve the integrity of global education Lamy recommends:

- Global education programs should introduce participants to substantive and verifiable information that represents the findings of international scholarship in all disciplines. Furthermore, these studies should represent many cultural, historical, gender-related, and ideological perspectives.

- Courses or programs in global education should provide participants with opportunities to explore the core assumptions and values that define their worldview and compare it with worldviews held by individuals in communities across the

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<sup>44</sup>Steven L. Lamy, The Definition of a Discipline: The Objects and Methods of Analysis in Global Education (New York: Global Perspectives in Education, Inc., 1987), 6-7.

international system. Programs should encourage participants to examine their images of the world as they evaluate critical international issues and prepare to respond to them.

- A global education program must prepare students for the future by introducing them to a wide range of analytical and evaluative skills. These skills will enhance students' abilities to understand and react to complex international and intercultural issues. For example, well-constructed global education programs should introduce students to the research process—an information-gathering process that involves the formulation of testable propositions and data gathering aimed at confirming or refuting these propositions.

- As Hanvey (1976) suggested in his conceptualization of global education, a defensible program in global education must introduce students to strategies for participation and involvement in local, national, and international affairs. Courses should provide relevant information that increases students' capacity to act or participate in public policy debates. Comprehensive global education efforts should emphasize the relationship between global issues and local concerns.<sup>45</sup>

In still another example, a committee of the ASCD

International/Global Education Commission developed the following

"General Principles for Global Education":

- All teachers, as well as all students, should have opportunities to learn about and work with individuals whose ethnic and cultural backgrounds are different from their own.

- International/global studies should be viewed as cross-disciplinary, involving the arts, humanities, sciences, and mathematics, as well as foreign languages and social studies. And the global approach should start at the earliest levels of childhood.

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<sup>45</sup>Steven L. Lamy, "Global Education: A Conflict of Images," in Global Education: From Thought to Action. The 1991 Yearbook of the Association for Supervision and Curriculum Development, ed. Kenneth A. Tye (Alexandria, VA: ASCD, 1990), 55.



- The impact on individuals and on society of the increase in transnational interactions should be included in the curriculum, reflecting interdependence with other nations and the role of the United States in a global economy.
- The changing role of nations in the world system should be explained throughout instructional materials, and the increasing number and importance of international organizations should be highlighted whenever appropriate.
- The changing and evolving role of the United States in world affairs should be included in the study of international trends and developments.<sup>46</sup>

These guidelines are very similar but do, in the first item, include a specific reference to multicultural experience within one's own country. Multicultural education is often subsumed under the overall rubric of global education in the sense that various cultures are compared, analyzed, studied, and appreciated. Knowing individuals who belong to cultures other than one's own is surely one of the most effective means of learning in global education.

Finally, another version of the characteristics of global education, written by Teresa Hudock, provides an excellent summary and definition of the field. Once again it does not conflict but, rather, augments the other standard examples. Hudock emphasizes teaching methodology which is often overlooked but is, nonetheless, an extremely significant component of global education. Global

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<sup>46</sup>Presented at the meeting of the ASCD Global/International Education Commission, October 4-6, 1990, Alexandria, Virginia, by Jim Becker, University of Indiana; Mary Soley, Foreign Policy Association, Washington, D.C.; and Jonathan Swift, School of Global Education, Livonia, Michigan, cited in Siegfried Ramler, "Global Education for the 21st Century," Educational Leadership 48:7 (April 1991): 46.

education materials are generally infused into course work and, as designed, typically minimize recitation.

Global education is more than a content area involving international issues or area studies. As an *approach* to teaching and learning, lessons emphasize a very definite range of concepts and methods that, when taken together, provide a global perspective. **A global perspective is not any one view of the world, but the *capacity* to view—analyze and understand—the world from a *variety* of perspectives.** It is the richness of diverse historical, cultural, national, ideological and gender perspectives. In this sense, attaining a global perspective must involve exposure to a vast core of knowledge and mastery of a wide range of skills. As an educational agenda for citizenship in the 1990s and beyond, concepts and methods include:

#### **Core Methodology:**

- active and experiential learning
- interdisciplinary teaching
- comparative analysis
- local—global connections
- personal relevance
- community service
- citizen participation

#### **Core Concepts:**

- complex interdependence
- diversity and pluralism
- multiple perspectives
- democratic participation
- scarcity and distribution
- equity and human rights
- conflict and creative problem solving<sup>47</sup>

Finally, a loose network of American schools is based on a set of characteristics of global education as defined by this network

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<sup>47</sup>Teresa Hudock, "Global Perspectives in Education," Global Pages 8:1 (Spring 1990): 7.

itself. The plan for these schools was devised in the early 1980s. The schools are known as International Studies High Schools or Language and International Studies High Schools. Examples of these schools are Southeast Magnet High School in Kansas City, Missouri; Bodine High School for International Affairs in Philadelphia, Pennsylvania; and North Atlanta High School in Atlanta, Georgia.<sup>48</sup> The guidelines for these schools were formulated at a meeting, the National Seminar on the Implementation of International Schools, held at the University of Illinois in 1980, and these have remained the definitive objectives and recommendations for these schools ever since.<sup>49</sup> Foreign language study is emphasized more than in most of the models. The language in this document is consistent with that of global education. The broad objectives of these schools include:

1. To prepare students to live in an international multilingual community and to communicate across cultural and linguistic boundaries.
2. To prepare students to be aware of the interdependence of countries and cultures in a world society.
3. To prepare students to be aware of the cultural differences and similarities in the world and within their own country.

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<sup>48</sup>"International Studies High Schools: Tomorrow's Schools Today" (Philadelphia, PA: An American Forum: Educating in a Multicultural World, 1992), 16, photocopied.

<sup>49</sup>National Seminar on the Implementation of International Schools, "Proceedings" (Champaign-Urbana, IL: University of Illinois, 1980), photocopied.

4. To prepare students to accept differing individual and cultural perspectives and to appreciate the individual as a participant in the world.

5. To prepare students to understand the nature of ecological and technological interdependence.<sup>50</sup>

The recommendations that follow these objectives suggest that languages such as Arabic, Japanese, Russian, or a dialect of Chinese be added to the commonly taught languages. The program is to be democratically open to all interested students in a district or feeder area. Global systems are to be stressed throughout the curriculum. Each student should experience at least one culture or subculture other than his or her own. And students in these schools are to learn about technology and how to locate and access data.

### Documented Practices in Global Education

Descriptions of schools that practice models of global education are few. One of the most revealing and current sources of this information is Global Education: School-Based Strategies, a series of case studies written by people intimately involved with each project and edited by Kenneth A. Tye.<sup>51</sup>

In an introduction written for this volume, John Goodlad identifies some of the educators who have persevered for several decades in sustaining the concept of a global education.<sup>52</sup> These actors, to use Alger and Harf's term, include many mentioned already in this review, and, so, place this research squarely in the global

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<sup>50</sup>Ibid.

<sup>51</sup>Kenneth A. Tye, ed., Global Education: School-Based Strategies (Orange, CA: Interdependence Press, 1990).

<sup>52</sup>John I. Goodlad, "Introduction," in *ibid.*, 1.

mainstream. Goodlad mentions Charlotte and Lee Anderson, James Becker, Bruce Joyce, David King, Robert Leestma, Judith Torney, and Kenneth Tye.

Kenneth Tye, the editor of this research, collected case studies. He then analyzed this descriptive data looking for patterns, relationships, and exceptions through a conceptual lens—that of the social movement. He examined five features: (1) the conditions which produce the movement, (2) membership in the movement, (3) sociopolitical context, (4) structural properties, and (5) behaviors of the members.<sup>53</sup> Using a similar method, this study focuses on the following features: (1) the principal's vision, (2) the principal's support for staff development, (3) staff development, (4) the principal's hiring criteria, and (5) curriculum. These are the features that are examined in the study at hand.

Only high schools will be included in these existing case studies. Some of the case studies cited here will refer to secondary schools which are not strictly elite because the lessons learned from them are proximate enough to elite schools to be both instructive and germane to this inquiry.

Following these models, additional schools found in the Center for Human Interdependence Network will be reviewed, again with reference to the same elements where applicable.

### Taos High School

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<sup>53</sup>Kenneth A. Tye, "Conclusions," in Global Education: School-Based Strategies, ed. Kenneth A. Tye (Orange, CA: Interdependence Press, 1990), 131-132.

Taos High School in Taos, New Mexico, serves 800 students, 90% of whom are Hispanic, and 10% of whom are Native American. Taos is part rural and part artistic mecca. The vision for a global perspective at Taos High School, in Taos, New Mexico, originated with a core of teachers influenced and supported by a staff development agency, Las Palomas de Taos.<sup>54</sup> While socializing over beers on several Friday afternoons at this educational retreat center, ten or so teachers first conceived of a summer program for students which would take advantage of the Indian and Hispanic languages, arts, and history of the area. This idea metamorphosed into a dream for an international program at the high school. This scenario may provide a "more accurate description of how schools change than 90% of the literature we now read that presupposes a rational decision-making process in our schools."<sup>55</sup>

The principal did not support this project until after the first year when favorable publicity and kudos from the public convinced him of its value. During the first year, which began after ten months of teacher planning, the teachers with some support from the superintendent received permission from the school board to launch their program. The principal actively subverted the program. He asked the faculty as a whole to rank all the special programs and projects in the school according to importance. The international program received a low priority. The reporting of these results

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<sup>54</sup>George Otero, "Taos High School," in Global Education: School-Based Strategies, ed. Kenneth A. Tye (Orange, CA: Interdependence Press, 1990), 13-22.

<sup>55</sup>Ibid., 13.

demoralized the teacher group. However, after the first year, when the teachers involved documented their efforts and submitted them and won the New Mexico Research and Study Council's annual competition for "best high school program of 1988-89," the principal became a supporter.

The second year of the program, the principal released one teacher from the classroom for two periods each day to enable the teacher to serve as half-time site coordinator for the project. The teachers had already received modest financial support from the school board through Chapter Two funding, which was to be used for planning, design, and staff development.

Staff development was vital from the start of this project. The teachers were, in effect, educating themselves with the help of experienced global educators. They asked Las Palomas de Taos staff members to help them to reach consensus on a definition of global/international education, to study other projects, and to communicate their vision to others. The teachers asked the board of education for Chapter 2 funds for staff development. During the first year they hired consultants from the Center for Teaching International Relations at the University of Denver to assist them in developing curricular materials and course activities to use in class. These sessions were open to any other interested teachers as well on a volunteer basis. Other teachers joined the original group, which became the Taos High School International Studies Task Force.

The task force then offered courses with a global perspective to the high school students. Students enrolled in sufficient numbers to launch the first-year program. Three sections of international foods,

two sections of environmental science, and one section each of international business and international honors English replaced part of the curriculum. Future plans included expanding the curriculum, involving more faculty members, and forming alliances with community groups and businesses.<sup>56</sup>

### Decatur High School

Decatur High School is located in Federal Way, Washington, between Seattle and Tacoma. Federal Way is 94 percent white with Asian, African-American, and Native-American minorities. Sixty percent of Decatur High graduates go on to college, 30 percent to four-year schools. About ten percent of the students are eligible for free lunches.<sup>57</sup>

The principal of Decatur High School, Kathy Purcell, provided the vision, fueled by a local global education center, for the global education program at her school. Her superintendent had been involved with the global education center, Global REACH (Respecting Ethnic and Cultural Heritage) Consortium, and suggested that she promote a program. Ms Purcell perceived that global education could be a vehicle for the reforms she was seeking at her school. She wanted to better educate those students in the middle who did not belong in the honors or Advanced Placement tracks nor qualify for

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<sup>56</sup>Ibid., 22.

<sup>57</sup>Gary Howard, "Decatur High School," in Global Education: School-Based Strategies, ed. Kenneth A. Tye (Orange, CA: Interdependence Press, 1990), 23-40.



special education services. She also wanted to breathe life into the tradition-bound curriculum.

Ms Purcell, although operating from a top-down model, generated grass roots support for her staff development plan.<sup>58</sup> She appointed the respected veteran teacher of the Contemporary World Problems course to head the team of teacher volunteers from a cross section of the academic departments. The curriculum director was also included. Most of these teachers shared a global vision, wanted to open the curriculum to modern realities, and had personal goals which included preparing students for a globally interdependent world.

With the support of the principal and financial backing of the district, this faculty team was trained and directed by the Global REACH Consortium. They had workshops, including a two-day symposium in the fall, a two-and-one-half-day retreat and work session in the winter, and a one-day fair in the spring. They also had team planning time and exposure to an array of global education materials. Through the Consortium, which involved other school districts, local universities, the state department of education, community groups, and global education networks, the Decatur team was able to tap a wide resource base of ideas, people, and materials for inspiration and practice. Ms Purcell felt that this model of staff development was the "best available." "Teachers have not had much

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<sup>58</sup>Ibid., 23-40.

chance to "retreat," to interact intellectually and professionally together outside the classroom."<sup>59</sup>

The Decatur team decided to add another track to the curriculum. To the basic skills, regular, honors, and AP tracks they added a global track. Courses included World History Global Studies, Global Studies in Literature, Global Ecology, Asian Art, Global Studies Senior Seminar, and Independent Global Studies.

### Elaine High School

Elaine High School is located in Elaine, Arkansas, a town of 1,300.<sup>60</sup> The town of Elaine is 70 percent white but the high school is only 15 percent white because many white parents choose to enroll their children in private school.

The vision for the global program at this school, initiated by the vision of the state department of education, came from a teacher who was inspired by a global training group. In 1985, because of a state mandate requiring that all Arkansas high schools offer global studies, the principal of this school sent a social studies teacher, Billie McCray, to a global workshop held at a community college, where her interest was piqued. Ms McCray enlisted an innovative colleague to offer the first school global studies class.

The principal had shown tacit support by complying with state law but he was not enthusiastic. Later he was miffed when a group

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<sup>59</sup>Ibid., 36.

<sup>60</sup>Jennifer Schumaker, "Elaine High School," in Global Education: School-Based Strategies, ed. Kenneth A. Tye (Orange, CA: Interdependence Press, 1990), 75-85.

of students from the newly formed club Global Insights Gained (GIG), an outgrowth of the global studies class, decided to boycott school on Martin Luther King Jr.'s birthday. They had requested the holiday but the principal had refused to grant their request. Only 28 students out of 500 declined to join the boycott and television cameras appeared. The district policy was later changed.

The informal staff development plan beyond the initial workshop consisted of two teachers studying materials from the workshop which had been developed by two global training centers, Las Palomas de Taos and the Center for Teaching International Relations at the University of Denver. The teachers had wanted to teach thinking, relations to the outside world, and values. Now they had a vehicle to do so. In applying interactive materials and ideas with their students, these teachers learned on the job.

A new course was added to the curriculum. Outside speakers were brought in, such as the former director of the Colombian International Curriculum Development for Rural Schools. Students collected five dollars apiece and took field trips to Memphis, Little Rock, and the Heifer Project International in Perryville, Arkansas, where they decided to work to raise money for other poor farmers. The GIG club was formed. Some students attended a Global Realities and Youth Leadership Challenge workshop during the summer.

### McCluer North High School

McCluer North High School, located in suburban St. Louis, has a student body that is 30 percent black, 2 percent Asian and Hispanic, and 68 percent white. About 50 percent of McCluer students attend

four-year colleges or universities and 17 percent attend community colleges after they graduate.<sup>61</sup>

The principal of McCluer in 1986 as well as the superintendent envisioned global education as a vehicle for integrating their curriculum and developing their teaching staff. They wished to minimize the fragmenting effect of state curricular mandates. They were energized in their vision by a global education agency, the International Education Consortium (IEC).

McCluer North High School was invited to develop a global program through the IEC in 1984. The principal, instead of asking for volunteers, hand-selected the required team of five teachers. He also provided time in the schedule for the core teachers to work with the rest of the staff. Furthermore, he adopted international education as one of the five school goals. He invited the team to provide information at departmental and faculty meetings and to provide a program at an all-school in service day. The administration placed the following statement in the school's strategic plan: "A complete education is impossible without an understanding of and respect for our own and other cultures."<sup>62</sup>

The group of core teachers was trained by the IEC with the support of the Danforth, James S. McDonnell, and Rockefeller Foundations. Initially this group attended a week-long summer workshop, two one-day workshops, and other workshops on

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<sup>61</sup>Dennis Lubeck and Terry Reger, "McCluer North High School," in Global Education: School-Based Strategies, ed. Kenneth A. Tye (Orange, CA: Interdependence Press, 1990), 87-98.

<sup>62</sup>Ibid., 96.

international issues given by local universities, the United Nations Association, and the World Affairs Council. They purchased materials for the school library with funds donated by the IEC.

The curriculum was changed to include interdisciplinary courses with a global perspective, courses into which non-Western literature, visual arts, music, and history were infused. School-related faculty and student travel increased. An International Week was held, a "Children of War" series and Forum Series on International Issues was instituted for parents, and international visitors performed at the school.

The following lessons learned at McCluer were reported:

1. Curriculum reform depends on a partnership between teachers and administrators.
2. Site-based management is crucial for influencing the faculty.
3. An independent agency with community linkages is often better equipped than a school district to introduce teachers to the newest information about international issues.
4. Teachers' professional lives are generally isolated from sources of intellectual renewal and development.
5. Inservice and curriculum development too often offer pedagogy without considering the need for further study.
6. International studies maintains high academic standards, while preparing students for the future.
7. International studies is interdisciplinary by definition.
8. University professors are generally interested in assisting teachers.

9. Organizations like IEC raise the self-esteem of teachers and give fresh energy to schools.<sup>63</sup>

### Miami High School

The principal of Miami High School perceived global education to be a means of fulfilling one of the four qualifications for participating in the school district's Quality Instruction Incentive Program (QUIP).<sup>64</sup> Each school was to develop a specific proposal to improve specific standards of excellence. His concept for this was defined in part by an outside agency, Florida International University's College of Education Global Awareness Program.

The principal facilitated the democratic staff development plan. The faculty as a whole elected a faculty council. The faculty council explained the program at an initial all-school meeting at which the principal delivered a motivational address endorsing global education. The department chairpeople then met to outline specific strategies, after which each met with his or her department. A cadre of master teachers on loan to the University Global Awareness Program provided program support throughout the year. These master teachers received training and then trained other teachers. The training program consisted of the following phases: conceptualization, inventory, design, implementation, network, and assessment.<sup>65</sup>

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<sup>63</sup>Ibid., 97.

<sup>64</sup>Toni Fuss-Kirkwood, "Miami High School," in Global Education: School-Based Strategies, ed. Kenneth A. Tye (Orange, CA: Interdependence Press, 1990), 109-131.

<sup>65</sup>Ibid., 111.

As in most school districts, teachers in Dade County, where Miami High School is located, are restricted by state and district level curriculum frameworks and objectives. For this reason an infusion curriculum model was chosen based on the five dimensions of global education enumerated in the Hanvey model that was defined in Chapter Two. Some of the activities included for each dimension illustrate this model:

1. Perspective Consciousness. Teachers have been encouraged to have students compare and contrast such things as the roles of family members, treatment of the elderly, child-rearing, eating habits, and courtship patterns across cultures. In examining social customs and values, students gain insights into various perspectives and begin to see that their views are not the only ones in the world.
2. State of the Planet Awareness. Teachers are taught to have students examine current events, use maps to locate places in the world where events occur, and link current events to historical patterns and happenings. Most important, they are taught to have students speculate about the culture. "What if. . ." becomes an important springboard.
3. Cross-Cultural Awareness. With 136 nations represented by the student body of Dade County schools, teachers are taught to utilize local community resources, and to view students and their families as resources as well. Further, they are encouraged to use cross-cultural simulations, pen pals, and a variety of other active learning procedures.
4. Knowledge of Global Dynamics. This is perhaps the most critical dimension of the Hanvey framework. Teachers need to teach students to understand the systemic and interdependent nature of events and issues. They need to have students continually look for unintended consequences of actions, and they need to help students develop understanding of how cultural, ecological, economic, political, and technological systems work and compare.

5. Awareness of Human Choices. In Dade County, the notion that one should "think globally and act locally" is emphasized. This leads to such class projects as adopting a nursing home; conducting an anti-litter, aluminum can, or paper drive campaign; having a sister school in a Third World country; studying the plight of immigrant groups in the community; or examining the various aspects of a local problem such as homelessness and/or hunger.<sup>66</sup>

A sample of specific examples of the infusion of global education into the typical content of the curriculum at Miami High School is illuminating:

- History. Immigration in the late 19th century was compared with immigration today.
- Economics. The South African policy of apartheid was compared to racial policy in the U.S.
- Government. The written constitutions of various countries were compared, as were their political and civil rights.
- Language Arts. The effects of foreign languages on English was studied. Pieces of world literature were compared.
- Home Economics. The effects of international banking on south Florida, foreign influences on eating patterns, foreign architecture and its effect on the buildings in south Florida, and child development, courtship, and family practices in foreign countries were among the topics discussed.
- Mathematics. Topics included the logic of the metric system, the evolution of Arabic and Roman numerals, comparative weights and measures, graphing global population changes, Germany's birth rate compared to that of Brazil and Nigeria.
- Science. Students studied the causes and effects of diverse forms of pollution, the pros and cons of nuclear energy,

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<sup>66</sup>Ibid., 112.



and the comparison between a local nuclear plant, Turkey Point, and Chernobyl.

- Foreign Languages. The contributions of immigrants and issues reported in foreign newspapers were incorporated with language study.
- Physical Education. The basketball team, which included immigrants from Colombia, Haiti, Cuba, Nicaragua, and Venezuela, won championships.
- Music. Foreign composers were studied. The marching band performed both Sousa marches and Latin salsa.
- Speakers. Representatives from the Peace Corps, the Council for International Visitors, the United States Information Agency, and international students from Florida International University added excitement to topics.
- Media Center/Library. Professionals added global resources and personalized cooperation with classroom teachers.<sup>67</sup>

### Adlai Stevenson High School

Adlai Stevenson High School is located in Livonia, Michigan, a large Detroit suburb. The School of Global Education is a school-within-a-school, later a magnet school, and opened with a federal Title 4-C grant in 1978. Leadership was assumed by the principal and by the school's director. They were assisted by the Global Studies and African Studies Centers at Michigan State University, by other university people, and by school curriculum experts. Funds were

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<sup>67</sup>Ibid., 113-116.

available for materials, and the principal was able to use discretionary monies and budget time for the program.<sup>68</sup>

This group, however, was not without difficulties. Hindsight showed that staff development efforts could have been greater, some of effects of training were lost when staff cuts decimated those younger teachers who had joined the alternative staff, and cross-cultural experiences should have been provided for all faculty members.<sup>69</sup> All subjects were eliminated from the global curriculum except English, Social Studies, and Foreign Language. Students in the magnet school took the remaining subjects in the regular high school. The support of an outside agency with a strong and coherent purpose was absent. As Kenneth Tye concluded in his reflective essay on these school-based programs,

The importance to a movement such as global education of outside support agencies cannot be underestimated. In one case in this volume where there was no such agency, the project foundered badly. Teacher isolation, the many competing demands upon the time of teachers, and prevailing norms and traditions are just too strong to allow for a new movement such as global education to take hold at the earliest stages of its development without such support mechanisms.<sup>70</sup>

The recommendations of this group enumerate the lessons learned:

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<sup>68</sup>Jonathan Swift, "Adlai Stevenson High School," in Global Education: School-Based Strategies, ed. Kenneth A. Tye (Orange, CA: Interdependence Press, 1990), 117-129.

<sup>69</sup>Ibid., 125.

<sup>70</sup>Kenneth A. Tye, "Conclusions," in Global Education: School-Based Strategies, ed. Kenneth A. Tye (Orange, CA: Interdependence Press, 1990), 134.

1. No program grants should be given by state agencies unless accompanied by a long-term commitment.
2. An agreement should be reached with the local teacher bargaining units, which will protect teachers assigned to the program.
3. Specific daily common preparation time or periodic released time should be given to team teaching members in order that they can work closely together on necessary planning and preparation.
4. University teams should be found to "adopt" the local global education project, supplying human and material resources and advice on evaluation and expansion of curricular activities.
5. Teacher training should be focused on the teachers' perceptions of their role, and on how their knowledge can be utilized in a new program.
6. While certain charismatic leaders can be important in initiating programs, it is recommended that local curriculum and leadership training organizations develop a cadre of backup teachers for both team and leadership positions.
7. A systematic research effort should be maintained by the teachers and administrators, to aid program review and determine priorities.
8. Every effort should be made to ensure a foreign language component in the global education program, preferably languages which are likely to be internationally important in the 21st century.<sup>71</sup>

### The CHI Network Project

In 1985, The Center for Human Interdependence (CHI) in association with Chapman College, Orange County, California, established a global education network of eleven schools, three of which are high schools, in eight school districts in Orange and southern Los Angeles Counties in California. The entire 1991

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<sup>71</sup>Ibid., 127.

Yearbook of the Association for Supervision and Curriculum Development (ASCD) is devoted to this project.<sup>72</sup>

To be eligible for membership in the CHI global education network, a school had to have its superintendent, principal, and from ten to fifty percent of its teachers agree to participate, and ten to fifteen days of teacher release time had to be provided by the district.<sup>73</sup> Jane Boston has been a teacher leader in a school with a global education program, the principal of a school in another district with a global education program, and is now the director of the Stanford Program from International and Cross-Cultural Education (SPICE) In her essay on school leadership, she focuses on the role of the principal in the CHI project.<sup>74</sup> The enabling principals take the following actions:

- Communicate the importance of a global education and articulate its rationale in ways that create shared meaning with others in the school.
- Demonstrate trust in the ability of teachers to make professionally responsible decisions about curriculum and their own professional development.
- Participate actively with the staff on matters of importance (e.g., setting goals for a global education program).

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<sup>72</sup>Kenneth A. Tye, ed., Global Education: From Thought to Action. The 1991 Yearbook of the Association for Supervision and Curriculum Development (Alexandria, VA: ASCD, 1990).

<sup>73</sup>Kenneth A. Tye, "Introduction: The World at a Crossroads," in *ibid.*, 2.

<sup>74</sup>Jane A. Boston, "School Leadership and Global Education," in Global Education: From Thought to Action. The 1991 Yearbook of the Association for Supervision and Curriculum Development, ed. Kenneth A. Tye (Alexandria, VA: ASCD, 1990), 86-99.

- Organize school resources and structures so that they support and facilitate work toward agreed-on goals (e.g., use of faculty meeting time, discretionary budget, scheduling that allows for collaborative planning and peer coaching).
- Identify outside resources that support work toward the school's goals and facilitate their use.
- Provide information that increases the staff's ability to mediate and integrate the multiple demands on their time, attention, and resources, allowing continued focus on shared goals.
- Encourage and facilitate the leadership of others.
- Support a school culture that acknowledges the need for recognition, risk taking, and regular reflection.<sup>75</sup>

In contrast, Boston identifies those specific characteristics of the leadership style of principals who were leaders in schools where global education programs were not successful:

- They use a centralized leadership model with little formal involvement of teachers in goal setting and decision making. There is little evidence of shared goals.
- They give verbal support for programs but are not actively involved in ways that demonstrate to the faculty the importance of the program.
- They do little to facilitate teachers' use of resources and time in working toward goals.
- They are unable to clearly articulate a vision of a school with a global perspective and communicate its rationale.
- They make little attempt to facilitate integration among various program elements and resources.

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<sup>75</sup>Ibid., 89.

- They focus on logistical management of programs rather than their design, content, and follow-up.
- They give little attention to rewarding teachers and actively developing the school culture.
- They are not perceived as learners who are interested in acquiring and integrating new knowledge into their own practice.
- They do not reflect much on ongoing programs.
- They depend on others—co-administrators, department heads, or teacher "volunteers"—to carry the global education program.<sup>76</sup>

Leaders of global education programs tend to incorporate global education into the culture of their school, integrating it with and using it as a means of furthering other school goals. Global education, then, is not a fragmented, add-on program. It is not a trend fueled by the educational media and networks. At this level, Boston's recommendations for school leadership can effect lasting reform:

- Principals must communicate to others their strong belief in the importance of global education and support that assertion by providing resources and time for teachers to design, implement, and assess curriculum and teaching practice, as well as upgrade their own knowledge and skills.
- Norms of the school culture must support change efforts, collegial interaction, and respect for teachers as professionals.
- Teacher leaders must share a strong vision of global education with others in their school and direct their change efforts toward that vision.

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<sup>76</sup>Ibid., 90.

- Teacher leaders must share a strong vision of global education with others in their school and direct their change efforts toward that vision. They must recognize their own accountability to the larger context of their school, district, and community.

- Outside agencies supporting school change in global education must ensure that their efforts are built around a clear vision that is held by school leadership—principal and teachers. If such a vision does not exist, the agency should assist the school in developing and clarifying a vision before engaging in random program activities. The focus of an outside agency should always be on helping the school achieve the vision of its leadership. Initiative should clearly rest in the hands of those for whom the program must hold meaning if it is to succeed.<sup>77</sup>

The above recommendations strike at the heart of school reform. They recognize the strategic role that principals play and the complexity of their work. The recommendations acknowledge the guiding expert role of outside agencies. Finally, they account for the reality that teachers must be personally convinced before they are willing to make changes in their classroom and that that is more likely to happen when they can assume some leadership.

Staff development in the CHI project was polite, in that teachers were respected and consulted throughout the process. Staff developers waited to be invited to deliver services. CHI staff members provided materials, ideas, and consultants that were requested. School staff members were congregated at workshops, conferences, and special projects on a voluntary basis. Some of the topics included global economics, folklore and folk art, environmental issues, conflict resolution, and teaching controversial issues. A

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<sup>77</sup>Ibid., 97.

newsletter informed all about school activities, global education, concepts, and practical lesson ideas. Some of the schools received international telecommunications connections. Teachers could also apply for mini-grants of approximately \$600 or less for special projects.<sup>78</sup> Of the seventeen mini-grants awarded to high school teachers, nine were concerned with cross-cultural understanding, and the others treated interethnic and interracial tensions; environmental issues; global telecommunications; the creation of a data base on the international studies programs available in colleges and universities; the connections among programs for population, hunger, and pollution; and appropriate teaching methods.<sup>79</sup>

One of the teachers in the project, to be referred to as "Teacher A," provides a typical example. Teacher A, who had heretofore not exhibited leadership traits, was introduced to global education at a faculty meeting. She decided to collect some of the materials displayed, not an unusual behavior at all for teachers. She attended some workshops, joined her school site team, and enrolled in a two-week summer institute on Africa. This institute was sponsored by the Bay Area Global Education Program, one of the nine resource centers tapped by the CHI development program, and was held at Stanford. She was a bit wary of making a presentation in front of her

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<sup>78</sup>Kenneth A. Tye, "Introduction: The World at a Crossroads," in Global Education: From Thought to Action. The 1991 Yearbook of the Association for Supervision and Curriculum Development, ed. Kenneth A. Tye (Alexandria, VA: ASCD, 1990), 2-3.

<sup>79</sup>Ida Urso, "Teacher Development Through Global Education," in Global Education: From Thought to Action. The 1991 Yearbook of the Association for Supervision and Curriculum Development, ed. Kenneth A. Tye (Alexandria, VA: ASCD, 1990), 107.



faculty to share her experience but wanted to do so with an experienced co-presenter. Teacher A's path is a typical one that teachers take when they are affected by new ideas and are likely to translate these ideas into classroom practice. The progression toward a leadership persona for Teacher A was the result of a number of factors including:

- Although the project was formally supported by both the district and the school, the nature and intensity of involvement was left to the professional judgment of the teacher.
- Many opportunities were available for her to explore roles outside the classroom that acknowledged her competency and increased the opportunity for her to interact regularly with colleagues.
- Team structures at both the school site and district levels provided focus and support as she selected and tried new behaviors in and outside of the classroom.
- The school's principal believed in the value of the program, and he demonstrated his support by allocating time and resources.
- Regional project meetings allowed Teacher A (1) to see many other teachers modeling global curriculums; (2) to participate in collaborative program planning, implementation, and assessment; and (3) to participate in team-building activities.
- She had regular access to a resource library and content-based workshops, institutes, and study tours.
- Underlying it all was a basic respect for her as a professional and sufficient reward structures to sustain her motivation.<sup>80</sup>

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<sup>80</sup>Jane A. Boston, "School Leadership and Global Education," in Global Education: From Thought to Action. The 1991 Yearbook of the Association for Supervision and Curriculum Development, ed. Kenneth A. Tye (Alexandria, VA: ASCD, 1990), 93-94.

This pattern of development is in keeping with research on effective practices of adult learning. Sprinthall and Thies-Sprinthall have identified four essential elements: (1) significant role-taking experiences, (2) careful and continuous guided reflection and integration, (3) continuous programs, and (4) personal support and challenge.<sup>81</sup>

Staff development efforts in the CHI project enabled teachers to increase their cross-cultural understanding, use a greater variety of resources including those in their communities, and develop holistic, integrated lessons.<sup>82</sup> Teachers reported that they particularly benefited from sharing with colleagues and peers in small group settings.<sup>83</sup>

The CHI project introduced teachers to alternative teaching materials and structures. James Becker, in his piece on curriculum considerations in the CHI project, chooses to spotlight the social studies. He refers to four recent studies which indicate that the social studies curriculum in schools today is stunningly similar to that of schools in 1916, albeit a few courses have been added or removed,

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<sup>81</sup>N.S. Sprinthall and L. Thies-Sprinthall, "The Teacher as an Adult Learner: A Cognitive-Developmental View," in Staff Development: NSSE Yearbook in Global Education: From Thought to Action. The 1991 Yearbook of the Association for Supervision and Curriculum Development, ed. Kenneth A. Tye (Alexandria, VA: ASCD, 1990), 94.

<sup>82</sup>Ida Urso, "Teacher Development Through Global Education," in Global Education: From Thought to Action. The 1991 Yearbook of the Association for Supervision and Curriculum Development, ed. Kenneth A. Tye (Alexandria, VA: ASCD, 1990), 101-103.

<sup>83</sup>Ibid., 105.

and some third world countries broaden world or European history.<sup>84</sup>

Becker gives examples of changes recommended by state departments of education, global education agencies, The College Entrance Examination Board, the World Bank, The Joint Council on Economic Education, and many other groups. Most of these do not recommend simply adding global studies courses, but rather transforming current courses by shifting their focus and content. Geography becomes global geography, which emphasizes connections. He makes a case for interdisciplinary courses and materials and for pedagogy, such as cooperative learning models, that expands on lecture and recitation.<sup>85</sup>

### Additional Models

Other documented models are described in the informative 1968 volume edited by Robert F. Freeman, Promising Practices in Global Education.<sup>86</sup> This material, although older, details instructive experiences in global programs including the New York Regents' Action Plan; the World Affairs Council of Philadelphia's Pre-Collegiate Education Program; the Stanley Foundation's Project Enrichment,

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<sup>84</sup>James Becker, "Curriculum Considerations in Global Studies," in Global Education: From Thought to Action. The 1991 Yearbook of the Association for Supervision and Curriculum Development, ed. Kenneth A. Tye (Alexandria, VA: ASCD, 1990), 67-85.

<sup>85</sup>Ibid.

<sup>86</sup>Robert E. Freeman, ed., Promising Practices in Global Education: A Handbook of Case Studies. (New York: National Council on Foreign Language and International Studies in collaboration with Global Perspectives in Education), 1986.

which includes the district-wide experiment in Muscatine, Iowa; the Global Awareness Program associated with the Dade County, Florida, Public Schools; Global Education in Minnesota; and the Bay Area Global Education Program, among others. This volume also analyzes various global education collaborative teams and supportive agencies, such as the Center for Teaching International Relations housed at the University of Denver.

Some of the schools which follow the model of Language and International Studies Secondary Schools are moving toward global models. Examples include Southeast Magnet High School in Kansas City, Missouri, and North Atlanta High School in Atlanta, Georgia. Some school districts such as Yonkers, New York, and Tinley Park, Illinois, have responded to the federal initiative, Education 2000, by redesigning schools according to a global model. Documentation of these models is in progress.

### CHAPTER THREE

#### PRESENTATION AND ANALYSIS OF DATA

##### A Waterfront Pavilion Gets Moonlight First

WHEN Fan Zhongyan, a Northern Song statesman and scholar, was prefect of Hangzhou, many officials under him were promoted on his recommendation. An exception was Su Lin, who served in an outlying county. So he wrote and sent a poem to Fan Zhongyan. It contained these lines:

"A waterfront pavilion is the first to get the moonlight  
And a sun-facing plant is within easier access of  
springtime."

The scholar prefect, who could read between the lines, asked Su Lin what position he had in mind and then complied with his request.

Yu Wenbao, "Notes Taken on Quiet Nights"<sup>1</sup>

##### Rationale for Data Presentation

In this qualitative study, the principals of eighteen selected elite secondary schools in the Chicago area were interviewed within a nine-month period from September 27, 1991, to June 2, 1992.

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<sup>1</sup>Yu Wenbao, "Notes Taken on Quiet Nights" in Situ Tan, comp., Best Chinese Idioms, trans. Zhao Shuhan and Tang Bowen (Hong Kong: Hai Feng, 1984), 110.

Interview data describing the interview schedule and characteristics of the schools in the final sample are displayed in Appendix C.<sup>2</sup>

The schools included in the final sample are:

Chicago Latin School  
 Deerfield High School  
 Evanston Township High School  
 Francis Parker High School  
 Glenbard West High School  
 Glenbrook North High School  
 Glenbrook South High School  
 Highland Park High School  
 Hinsdale Central High School  
 Homewood-Flossmoor Community High School  
 Illinois Math and Science Academy  
 Lake Forest Academy  
 Lake Forest High School  
 Loyola Academy  
 New Trier Township High School  
 North Shore Country Day School  
 Stevenson Prairie View High School  
 University of Chicago Lab School

While the eighteen schools in this sample may not be the only elite schools in the Chicago area, they are among the elite based on the criteria of high community socio-economic factors and esteemed reputation and image.<sup>3</sup>

Few of the public school students in these elite schools are members of low income families. The only public school in the sample that reports serving over seven percent of low income families is Evanston High School. The Illinois Math and Science

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<sup>2</sup>See Appendix C. These figures are based on the school report cards published by the Illinois State Board of Education and on the interviews.

<sup>3</sup>Patrick Reardon and Laurie Goering, "North Suburbs Pulling Away in Personal Income," Chicago Tribune, 2 June 1992, 14.

Academy is an exception here because it is not obligated to report this information. Among the independent school students who do receive financial aid, the percentage who are members of low income families is not known. In any case, the dominant cultural pattern of these schools reflects the traditional values of high status families. At Lake Forest Academy, twenty-four percent of students receive some financial aid. At the University of Chicago Lab School, seventy percent of the students receive aid, many because their parents are university employees for whom tuition assistance is an employee benefit.

In twelve of the schools, 100 percent of the student body is enrolled in a college preparatory program. The lowest percent of students enrolled in such a program is 89 percent at Glenbard West, and the other five schools report figures greater than 90 percent. Evanston High has the lowest graduation rate, 92 percent. It also reports the lowest number of students who do enter college after graduation—75 to 80 percent. All the other schools report over 89 percent.

The above figures relate to student bodies as a whole in these elite schools, and not to the top students only. Of course, the top students at these schools are admitted to prestigious colleges. Information about these schools often includes long lists of competitive colleges, and impressive rosters of students who have won awards and competitions. These schools are elite, not because they excel in educating a small portion of achieving students, but because almost all of the students in these schools graduate with a reasonable degree of literacy, knowledge, and skills. Many of these

graduates will remain proud to mention and be affiliated with these schools throughout their lives.

Twelve of the schools in the sample are public and six are independent. Of the independent schools, only one, Loyola Academy, is a single-sex school or a religiously affiliated school. It is a Roman Catholic, Jesuit, men's school. The smallest school is North Shore Country Day School with 112 students, and the largest is Evanston High School with 2,742 students. Only three of the schools selected are located in the city of Chicago and these are independent. The other schools are located in suburban Cook, DuPage, and Lake counties. Two boarding schools, Lake Forest Academy and the Illinois Math and Science Academy, are included. One third of Lake Forest Academy students are day students, however.

Most of the students in this sample are white. Evanston High is an integrated school with a 42 percent African-American minority population. The University of Chicago Lab School, Homewood-Flossmoor Community High School, and Lake Forest Academy have African-American minority student populations of 26 percent, 15 percent, and 10 percent respectively. Asian students number 28 percent at the Illinois Math and Science Academy, 14 percent at both Glenbrook North and Glenbrook South High Schools, and 13 percent at both Hinsdale Central High School and Lake Forest Academy. The highest incidence of Hispanic students is at Highland Park High School, where they represent 5 percent of the students.

The principals of these schools were interviewed according to the process and using the instrument described in Chapter One. The interviews were recorded and transcribed. In addition, artifacts



describing the school including the school course of study and, in the case of public schools, the Illinois school report card were also collected.

Each of the eighteen principals was interviewed for at least one half hour and usually for far longer. They gave graciously of their time, knowledge, and thoughts. They were skilled at developing elaborate answers to complex, open-ended questions. Highly cultivated verbal skills and conversational candor often yielded information and insights beyond the interviewer's expectations.

The principals' tenure in the schools they lead ranges from one year to twenty-five years. Three are first-year principals and only two have served for longer than ten years. Six are female and twelve male. Of the six females, two are first-year principals and the three who have served the longest have been at their schools for six years.

The data gleaned from the interviews were designed to describe the principal's role in staff development efforts for global education. The interview data correspond to the categories in the interview questionnaire and to the categories in the case studies in Chapter Two of this dissertation. The principal's role in staff development for global education is described through attention to the following categories: (1) vision, (2) support for staff development, (3) staff development, (4) hiring, and (5) curriculum. These factors are described from two perspectives: that of the principal's influence, and that of the principal's knowledge. The analysis that follows is organized by topic and the data are generally viewed in the aggregate, except when it is deemed more edifying to highlight a particular school.

The principals in this analysis are often quoted verbatim. While the institutions are often mentioned by name, the principals in this study are not. This pattern is not intended to obscure the principals, nor to guard anonymity. Rather, it is deemed appropriate because attention to individual personalities and names would prove cumbersome and detract from, rather than enhance, the presentation of data. The character of each school, while certainly influenced by its leadership, is stronger and more enduring than any one of its leaders. This character reflects the collaborative influence of the community it serves as well as the continuity of its traditions.

### The Principal's Vision

The principals in this study were asked how they promoted global education through setting goals, defining a mission, or creating a vision for their teachers. Much of staff development is directed by teachers themselves on an individual basis. They take courses to advance on a salary schedule or to enhance their skills. They attend meetings and select books for professional reading. A signal from the principal that global education is a worthwhile avenue to pursue can influence the choices teachers make. A principal's enthusiasm and belief in an educational topic can provoke faculty interest. The endorsement of a principal can likewise focus faculty attention on departmental or school-wide staff development efforts.

The principals mentioned many ways in which they contribute toward a vision of global education, many of which reveal the principals' various interpretations of the topic. None rejected the concept and all seemed to be immediately familiar with the

definition that was presented to them to read. With varying degrees of enthusiasm, these principals agreed with the rationale for global education.

Seven principals related global education to his or her school's mission statement. A public school principal responded,

We have a unique mission statement which is: "Together we strive to commit minds to inquiry, hearts to compassion, and lives to the service of mankind," and that is the guiding light, the beacon by which we judge everything that we do. The faculty feels we have a mission because we are isolated and we are charged with preparing tomorrow's leaders. Ninety-eight percent go to college, 78 percent go out of state, but not necessarily to ethnically diverse schools. Miami of Ohio isn't ethnically diverse. We have to grab them here and show them that there is a life beyond. . . .

An independent school principal said,

Global education is both possible and true. Our mission statement is as broad as possible on purpose. One of the cornerstones of our school is to be globally perceptive and to offer a global education to our students. I believe that we are pretty savvy and aware people, and we want our students to be, too. We've made a tremendous commitment to financial aid for a more diverse student body. To me, global means making comparisons—any time a student is brought out of his or her own sphere.

Two public school principals from the same district referred to the new vision statement written during intense planning sessions in a retreat last summer. Their district is ". . . committed to a comprehensive program to prepare individuals to lead productive and humane lives in a changing global society." Elaborating on this last phrase, their document reads:

Our students unquestionably face a world larger and more complicated than it once was. In some ways they live in a community alert to those changes; in other ways, they are often insulated, even provincial. We must ensure that they are aware of the changes that are taking place throughout the globe and that they are equipped to deal with ever changing global realities.

A principal whose institution is only six years old and whose institution was created in response to a current reality—the need to excel or compete in math and science—echoed the mission of his school.

I would like to believe that we have a global focus. Any institution that is preparing young people for the future has to be concerned about it. The world is much smaller than it has ever been before from a technology standpoint, from a humanistic standpoint, and from an environmental standpoint. Economically, we are in the global marketplace and the U.S. must be a competitive force.

The mission statement says in part: "The mission . . . is to develop leaders who . . . inspire others to live in harmony with themselves, other human beings and the physical world." And the belief statements there include:

We believe that:

- all individuals have equal and intrinsic worth.
- the survival of global civilization depends primarily upon the quality of the education provided to all citizens.
- belonging to a group implies subordination of self-interests to the common good.
- all adults share responsibility for the well-being of all children.

- the ability to discern and create connections is the essence of knowing.

Another principal responded, "Our philosophical statement underscores the appreciation for diversity." And one alluded to his school motto, "Men For Others," as an example of a global attitude.

Seven principals, again from both independent and public schools, cited various short-term goals which resulted from collaborative planning in their schools. They identified these goals as ones which serve the ends of global education. One district planned two years ago to focus on multicultural education beginning this year for a three-year period. Another school planned two years ago to establish eleven task forces for their five-to-ten-year-plan. Two of these task forces are related to this topic—the environmental and the multicultural task forces. Another school had a school climate goal to promote caring, trust, and respect, which this principal interpreted as "multicultural in the broadest sense—how we learn to live with one another." One principal's school had a mandate to examine global and multicultural education because his school had joined ASCD's school futures network. A new principal found multicultural education to be an already stated goal at her school. Another principal was working with five outcomes goals, one of which incorporated the understanding and eradication of prejudice. One district has made it a priority to revise and monitor curriculum so that it is globally oriented.

Six principals contended that global education implies school change, citing their own leadership style in advocating change. One from a public school explained,

I like to take an idea and find how we can try it out as opposed to finding reasons for why it can't work. I think this is a pretty fertile environment for people to try new ideas and have them grow. Sometimes in a school environment, it's pretty structured to the point of being restrictive. With a shrinking world, it's pretty important. For instance, you would want your faculty to be responsive to the the events occurring in Russia. As far as change in Third World countries, we need to be proactive because there isn't going to be enough stimulus out there for us to be saying, "we need to do something."

A public school principal also discussed change. "I ask my staff, 'Do you want a mechanic of ten years ago to work on your car even though he was great ten years ago?'" An independent school principal explained, "We're here to develop new and different ways of thinking. This is a creative place. If we become complacent we'll have to think again. It's draining because it takes more time the way we function." Another said, "I see the principal's role as facilitating the reality that these things can happen. It's the principal's job to see that the structures are in place, that the people are in place to respond to those and to interconnect." And a fifth agreed, "If one department is trying something and another wants to try it, I say 'Good, go for it.'"

Many responses suggested that global education should begin in the microcosm, at home. These responses implied that global education is, among other things, a value system. One public school principal identified many instances of global education at the local, school level. "When I speak to groups, I know that they have heard that our ACT scores are tops. What I say is, 'The heart and soul of this school is that our students reach out to help fellow students.'" This school has an Early Bird Tutoring Program in which 140 juniors

and seniors arrive at school at 7:30 A.M. three days a week to help other students with their courses. Fifty-three of 297 sophomores are "sophomore mentors" who help freshmen. Forty to 70 students are volunteer assistants at the writing center, the reading center, and the college resource center. Two seniors assist every day in each freshman advisory. An all-school program called "first class" promotes mutual respect among all individuals and expects them to act in a first class manner. This principal explained that, for example, "first class" students would know that the president of the United States might appropriately use profanity on the golf course but never at a press conference. Presumably, these students would adjust their own speech patterns according to the setting. This school celebrates girl's athletics. For "World Women and Girls in Athletics Day," a booster club breakfast was held at which a collegiate female basketball coach and the principal were speakers. There was a large banner and students and faculty wore buttons commemorating the event throughout that day.

In another public school the principal learned that freshmen were guilty of racial and ethnic slurs. "We took that on and told them to leave that at the eighth grade door. We came on very strong. To me that is global education. Black and Jewish comments are not allowed here." In this same school students from all social groups participate in plays and get to know each other. There is no "theater group or clique." The students also are expected to appreciate visitors. "Here they can appreciate the talent of a violinist and not tear him apart."

Another public school principal generated interest in an international club. She believed that English as a Second Language (ESL) students needed more than help with language. They needed a place to belong and to share the richness of their own cultures. She described how she projected a vision for global education. "I accomplish it best, I believe, by simply seeing all kids equally. . . by making all the kids feel that there is nobody invisible, that there's nobody that doesn't have instant access if the door isn't closed." She greets all types of students in the hall, often by name. "Visible programs are important, of course, but I think the bottom line is how you treat kids. How does the rest of the administrative staff treat the kids? You set the tone for the teaching staff."

At an independent religious school minority students held awareness sessions for the rest of the school as part of an effort to address prejudice in a formal way. These students shared the ways in which they had experienced prejudice at the school. This school also has an annual theme. The theme this year is "walk in 'em," referring to walking in another person's shoes. Last year the theme was "living on the edge," and the year before, "respect."

This school is also probing the idea of admitting girls, which has caused students, faculty, parents, and alumni to examine many of their assumptions. The principal is studying the research, such as that sponsored by the American Association of University Women (AAUW) and conducted by Wellesley College, to consider how best to encourage female scholarship in math and science and other related matters. In a letter to parents this year, the Jesuit president of this



school wrote (italics supplied),

The world of the 21st Century will be far different from the world of today. Our young men and women must be educated to meet the challenges they will face together. In the year 2020, when the class of 1998 will be forty years old, leadership positions in the professions, business, politics, and *possibly the Church* will be held equally by women and men. By working in a collaborative fashion . . . we are attempting to build a new and creative response to the educational needs of our young people.

The principal of one of the boarding schools stressed how harmoniously races and nationalities lived together as a small community. This school reserves twenty spaces for foreign students who come only to learn English and who benefit from having American roommates. Former students remember these authentic cross-cultural experiences with nostalgia.

One principal supports the strong global vision of his superintendent. Exasperated because students did not seem to realize that people existed beyond district boundaries, these administrators installed a variety of wall clocks set to time zones around the world. As adolescents move about the building, they are confronted with the time in Baghdad and in New Delhi. The two television sets in the student social area in this building are also set permanently to CNN. Following suit, the social studies department erected an enormous wall map and the whole department focuses on a designated country each week. Students get special credit for saying things in class about the targeted country. At this school, a beautiful banner sent as a gift from Japan by the grandmother of a student decorates the wall of the board room.

Finally, some principals mentioned connections to global education on a personal level. Four were academic. One's specialty is non-Western history—China, Africa, and the Middle East. Another has a Master's degree in Asian Studies. He believes in leading by example. By attending a summer course on Asian History, he underscored his commitment to staff development for global education and modeled the role of a lifelong learner. Another is an anthropologist who recognized the parallel aspects of this discipline and global education. And one is writing a dissertation on the International Baccalaureate and gives addresses on global education.

A principal who has been honored as the president-elect of the National Lab School Association (NLSA) has a special interest in sharing educational information with educators in other countries. In the two weeks preceding our interview he had received a member of Parliament from New Zealand, an official from China, and the education minister from Nigeria. He had recently spoken with educators from Ireland, with the State Department African desk, and with officials in the U.S. Department of Education about their overseas programs.

A principal who spent two summers traveling to Europe with students fifteen years ago was forever affected by the experience. And a foreign exchange student was living in one of the principal's homes.

These eighteen principals seemed comfortable with the idea of global education and certainly were aware and in agreement that they were living in a changing, interdependent world. Except for two principals who insinuated that Western culture might have an edge

on other cultures or subcultures, they did not seriously question the truth of the assumptions in the rationale for global education. It would be difficult, indeed, to be unfamiliar with these concepts in our society, but it would not be difficult to imagine individuals disagreeing with the premises of the concepts. These principals did not disagree with the stated premises.

The eighteen principals did not mention intensive cross-cultural experiences. Their conversation was not peppered with references to foreign cultures. None mentioned having been exchange students, former Peace Corps volunteers, or the children of overseas employees of the government, corporations, churches, or international organizations.

These principals did not talk about looking at the world through the eyes of another culture, struggling with conditions in the developing world, international cooperation and development, or worldwide implications of social actions or choices. Rather these educators, children of the media age, were aware on another level. They know that the world is interdependent, but they transfer this knowledge to the school and community arena. The preponderance of their examples focused on local topics such as student diversity, multicultural interaction, prejudice, and community service.

Interestingly enough, one principal intimated that the global awareness accessed through the media constituted sufficient training for teachers. He reasoned,

I think we get a lot of global education through the thousands of hours we watch television. Most of our teachers have cable. Teachers also get a lot this in their professional literature. We

don't address this systematically, although we have had inspiring talks about the whole nature and meaning of the global society.

This principal did not claim that the teachers' knowledge and awareness gained through the media transferred to materials and lessons in the classroom, nor, analogously, that students' global awareness was nurtured and developed in a disciplined way within the classroom.

These principals did not mention being motivated or feeling a sense of urgency to promote global education because of pressing factors such as the environment, war, the abridgment of human rights, poverty in the developing world, racism, the worldwide plight of children, or even school reform. Rather, they seem to relate to diversity in their schools and a general concept of a changing modern world.

These principals want the teachers in their schools to turn out good and caring young adults. They want the students to be good to each other and to have a sense of honor in personal dealings. Some fear that students may be a bit insulated due to the elite nature of the institutions they lead. Some seemed concerned that their largely white, affluent student populations did not know much about other races or classes of American society. They did not express concern as to whether teachers or students knew about the lives of adolescents in the developing world.

The principals were concerned when more Asians, African-Americans, and many other nationalities were enrolling in their schools. They felt that the personal code of social honor must extend to all these people. A diverse student body provides a laboratory for

students to practice a tolerant and understanding way of life in their daily environment. It is in this sense that some emphasized that part of global education which coincides with multicultural education.

Dealing with others who are different but not unequal represents a shift from the traditional "charity model," where students learn about others who are not only different but also are less fortunate. Some community service work remains within this model. Teachers are now dealing with minority students who are obviously not unequal to majority students in academic achievement and social respectability. In one high school both the president of the senior class and of the student body were Asians.

These principals are not concerned about graduating students who may not be equipped for a changing American economic picture. They know the students they educate are advantaged and will have a chance at the best America has to offer. These students will have the communication skills, credentials, and means to graduate from the best colleges. They will have the opportunity, especially the males, to interview for the best jobs, and they will have a head start on networking in almost any field.

There is also the issue of the work force that these future advantaged leaders will be directing. American students elsewhere who are being tragically undereducated are not considered in the vision of these schools. The vision is for the school itself and is largely focused inward.

Yet, relationships among nations are changing. Tomorrow's leaders, armed by their teachers with an understanding of The Scarlet Letter and The Catcher in the Rye, may need more than the

media to equip them with true understanding. Lack of a larger moral conviction and ignorance of global relationships may exacerbate trends in thinking which we see in leaders today—thinking which initiates fruitless wars and places corporate profits over irreversible environmental damage. In an increasingly fragmented yet interdependent world, educators may be wasting the opportunity they have to produce leaders with a global perspective.

It is doubtful that students who learn understanding and tolerance within their school setting will transfer these dispositions to larger arenas without deliberate guidance. Harmonious, cooperative relations among peers do not necessarily transfer, without rigorous thought and sustained attention, to harmonious, cooperative relations among nations, social classes, races, genders, or religious groups.

### The Principal's Support for Staff Development

These principals' vision of a connected, diverse world is difficult to translate into educational practice in the schools they lead. One could argue that, at least in part, the cry for reform in America stems from an inability of educators to translate the rationale for global education to the practices of the classroom. To move beyond a cooperative and accepting climate in a school, important as that is, to rigorous, academic, global thinking, one must turn to the teachers. As one principal noted, "It's pretty hard to have teachers teach about other cultures if they are not enthused themselves. So we have to work with teachers." The National Council on Foreign Language and International Studies reports that "At most,

only five percent of our prospective teachers take any course relating to international affairs or foreign peoples or cultures."<sup>4</sup>

Teachers represent the critical human resource in the school. Teachers are nurtured, trained, educated, and restored through their own efforts and through the efforts of the institution. Administrators can direct staff development efforts towards preferred goals.

The typical pattern in American high schools has been for several, usually two to four per year, "in service" or "institute" days to be set aside for a large school presentation by an expert of some sort. Beyond that, teachers are often given credit on the schools' salary schedules for a variety of experiences. Typically credit is assigned for taking classes, attending workshops, developing curricular units, or educational travel. A limited number of sabbaticals and leaves is granted. Schools, depending on the affluence of the district, send a number of teachers to national or regional conferences or conventions to learn or present new or popular practices. Very few of these practices allow for teachers to collaborate with one another about teaching on a sustained basis. Teachers develop curricular units within departments. However, this task is usually performed during the summer and the collaboration ends when the task is completed.

For many teachers, it is rare to continue meeting to discuss the results of curriculum units or of in service days or of workshops. Finally, except for the in service days when students are dismissed,

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<sup>4</sup>Alfred Balk, The Myth of the American Eclipse (New Brunswick: Transaction, 1990), 115.

time is rarely allotted during the school day for a teacher's education apart from students.

The eighteen principals in this study reported that all of the standard forms of staff development mentioned above were available to their faculty. Additional opportunities for staff development that they mentioned included the following:

- departmental work
- interdepartmental work
- lunch and after-school forums
- resource centers
- bulletin board
- grants (National Endowment for the Humanities and National Science Foundation)
- mini-grants or enrichment grants (usually \$500-\$600)
- memberships in professional organizations
- festivals and special events (Bravo Arts, Peace and Justice Week, Hunger Week, Technology Fairs, Model United Nations, E Pluribus Unum Week)
- series: museums, restaurants, neighborhoods, theater
- book groups
- discussion groups
- task forces
- peer coaching
- differentiated supervision/evaluation
- computer equipment in exchange for training time
- reading and evaluating unfamiliar works of literature
- experimental programs
- university dialogue program.
- teacher designated to read consultants work
- paid advanced degrees
- work
- fast
- master in residence (artist, computer expert, actor, geographer)

Of the eighteen principals surveyed, all mentioned individual or departmental forms of staff development. Only seven schools had



a central, all-school staff development focus in which all teachers participated to some degree. In three public schools the focus was on technology. Another, although it offered a strong training program in technology as well, was in the first year of a three-year program focused on multicultural education. One public school concentrated on reading and writing across the curriculum. Once again, this school also offered training in technology. Another public school, which hadn't begun to tackle technology in any organized way, had spent years in a strong school program focused on effective schools and was now moving toward differentiated supervision and teaching. Another public school had an all-school focus on global curriculum. Of the seven, only two schools provided time beyond in service days within the school schedule for staff development.

Four principals stated that they regarded global education as a first priority in their schools. They called this priority, respectively, multicultural education, curriculum development, student diversity, and gospel values. Three others identified global education as their second or third priority with varying emphases. Two principals attempted to merge global education with another concept. For example, one principal felt that global education was part of learning styles, and another thought it was part of school climate. The principals' personal priorities for staff development and the number of times they were mentioned were:

- technology (10)
- global education (7)
- pedagogy (7)
- learning styles (5)
- integrating curriculum (4)

- study skills (4)
- school climate (2)
- conflict with the middle school concept (1)
- reading and writing across the curriculum (1)
- cooperative learning (1)
- supervision techniques for department chairpeople (1)
- Asian culture (1)
- differentiated supervision and evaluation (1)
- curriculum (1)
- scheduling (1)
- critical thinking (1)
- departmental goals—no trends, per se (1)
- peer coaching (1)
- faculty wellness (1)
- drugs (1)
- gangs (1)
- fund-raising (1)
- staff development model (1)
- liberal arts (1)

Looking at this wide range of priorities, it's clear that this group of schools is not impetuously jumping on the educational bandwagon of the moment. Many of these priorities were not considered crucial or urgent. There was an overall belief that the real priority was to continue to excel and that meant to continue to do things well. Change was less important than conserving the elements of a successful education. Indeed, there was an undercurrent of disdain for trendy staff development. Teachers worked in their departments, within their disciplines, and sometimes with other disciplines. A high-quality liberal arts program was paramount. The importance of reading and writing were constant.

Technology was a consequential priority for several reasons. First, technology represents an authentic innovation in education. It is not a trendy buzzword that appears cyclically in school improvement efforts. Second, several of these schools have made

sizable investments in technological hardware, eight public schools in particular. One district's schools, in conjunction with a corporation, are two of a handful of pilot schools in the country that are wired for fiber optics. Each classroom will have a monitor, phone, satellite access to instructional materials, and voice mail. Board members want to see a return on their investment. Principals feel obligated to their boards and communities to use this equipment well. Third, teachers are not aware of the software available or of how to integrate it into their curriculum, or of how to best use all this equipment. In one district, teachers were given their own personal Macintosh computer packages in exchange for consenting to take seventy hours of training.

One could make a case that staff development for technology is part of global education. Technology has connected the world in myriad ways. International business, finance, science, culture, and entertainment rely on technology. Schools are slow to move and students are beginning to find school an old-fashioned place for this reason. Technology enables schools to teach a global curriculum. The students in the public schools in this sample can or will soon be able to access a world of constantly updated knowledge electronically in their libraries and classrooms. Multimedia reinvents the textbook so that learners can direct their own paths of inquiry within a vast array of information. Given the technology they have, the equipment they have ordered to be delivered over the next few years, the training their teachers are receiving, and the advances in electronic curriculum, there is much more to come and these schools will be ready. This stands in pathetic contrast to the majority of the nation's

schools and even to the independent schools in this sample. The University of Chicago Lab School is an exception. Although its library was "state of the art 1950s," students there had access to the University of Chicago library.

These first stages of staff development in technology tend to focus on word processing, desktop publishing, spreadsheets, and classroom administration. Staff development that treats the variety of uses of computers in the classroom and software for extending classroom work, including software for staff development, is less evident.

Seven principals mentioned pedagogy or teaching strategies among their priorities. They mentioned that it was a personal concern even though it was not cited as a priority by staff development committees. As one principal expressed it, "They have so much stuff. I would like them to look at some of the stuff and throw some out." And as another expressed it,

We may have to get systematic like we are about technology about the whole issue of pedagogical techniques. We have to get away from the notion of the teacher as educational broadcaster and move to the teacher as diagnostician, if you will, and that's going to be really tough. You have to be careful because most people go into teaching because they can be autonomous and come off as a fetching individual, a fountain of knowledge. The problem is you can't be a fountain of knowledge anymore.

The persistence of lecture and recitation as the preferred modes of teaching and the teacher's attachment to the traditional content of the subject matter impedes global education. Teachers know that lecturing is the most efficient way to cover a lot of

material in a short time, or at least to say a lot in a short time. Other forms of pedagogy are more time-consuming in terms of course content. Global educators are asking teachers to give up a lot of their ethnocentric subject matter and address material from other cultures. Even more time-consuming is their request that teachers ask students to think. They ask them to identify and question their assumptions, make comparisons, examine perspectives, identify cause and effect in systems, make connections, evaluate and take actions. The time it takes to learn to think reduces the time available for the study of The Canterbury Tales and the causes of the French and Indian War. Global educators produce a wealth of curriculum materials that are interactive. Projects, simulations, productions, discussion, cooperative groups, conflict resolution exercises, performances, and experiments are just a few of the alternative modes and styles.

Global education also tends toward curriculum integration. Many global topics draw from all the major disciplines. Hunger, for example, could involve biology, chemistry, economics, history, sociology, health, the culinary arts, literature, agriculture, geography, nutrition, and ethics. Biodiversity is a topic in biology, chemistry, medicine, international relations, law, anthropology, history, and geography. Development involves, population, math, statistics, economics, law, sociology, history, agriculture, and so forth. Many connections are made within disciplines as well. Foreign language reveals much about distant cultures. History illuminates the present. The music of one cultural group invites comparison with others. Music is a universal language. Art, dance, and sports are likewise.

Sometimes teachers fear that these integrated approaches might infringe on the methods and subject matter of their disciplines. They might also be reluctant to eliminate topics such as cherished novels or wars from their classrooms.

Many of the other priorities such as integrating curriculum, Asian culture, scheduling, and others that the principals mentioned support aspects of global curriculum. Some of these priorities were being realized in actual staff development programs. Some of them merely express the direction and momentum that principals would like to realize in future staff development efforts.

### Staff Development

The following pattern for administering staff development programs seems to occur in all schools. School goals are decided collaboratively by key school leaders. Within this context most principals make plans with the advice of a staff development committee which they help to select. Depending on the school, these committees have varying degrees of power. There are multiple budgets. Generally, there is a fund for speakers and consultants, money for conferences, departmental budgets, funds for summer projects or mini-grants, money from corporations, gifts from alumni and parent groups, and grant money from foundations. The principal generally approves all expenditures. The principal is aware of all of the parts and is in a position to synthesize and orchestrate staff development efforts as they develop.

The principals' support for staff development for global education is manifested in the seven schools profiled below. In five

of them, staff development for global education is occurring. In two of them, the faculty is asking for the principals' support for staff development. Although they are not highlighted here, principals in other schools in this study are also involved in more marginal efforts. They are promoting work on global curriculum units, have invited speakers to their schools to address global issues, and provide many other incidental experiences for teachers.

*Evanston Township High School, Evanston, IL*

The most straightforward and focused example of staff development for global education encountered in this study is provided by a public high school district containing one school. School leaders adopted multiculturalism as the focus of a three-year staff development program. The principal was pivotal in initiating and supporting this effort. Global and multicultural education was his first priority for the staff development focus of his school.

During the first year, the required portion of this program included one full-day and two half-day "institute" programs. The first day featured a keynote address by a graduate of the school, a college professor and author who won the 1990 National Book Award for his novel Middle Passage, a fictional account of the slave trade. The remainder of the first day and subsequent sessions consisted of workshops called "A World of Difference," which were designed by the Anti-Defamation League of B'nai B'rith and the National Urban League. The topics for the workshops were "Reducing Prejudice and Discrimination," "Appreciating Classroom Diversity," and "Creating a Direction," and the small groups sessions were each led by a team

consisting of one person from "A World of Difference" and one member of the local faculty.

The optional opportunities in this program consisted of three credit courses. These were a theater series, a multicultural discussion group whose purpose it was to discuss related issues and assumptions in depth, and a class on the culture, learning styles, and language of Caribbean students. Not-for-credit options included one session on Hispanic and Asian learning styles, a multicultural film and discussion series, and a multicultural book club. The school's Human Relations Committee also sponsored staff field trips to various ethnic neighborhoods and to related museum exhibits.

Ten teachers from the Social Science department and the English department, funded by a grant from the National Endowment for the Humanities, have been selected to study literature from non-Western cultures at the University of Indiana. These teachers will select books worthy of being added to the traditional curricular canon or of replacing books currently assigned. The faculty is working toward changing a Eurocentric curriculum, not to an Afrocentric or other regional curriculum, but to a global one. During this school's elaborate technology fair, innovative global curriculum materials, including some designed by faculty members, are exhibited.

Another component of this program is the two-day annual festival called Bravo Arts, during which classes are suspended. Four hundred artists conduct programs for the school and community in the day and evenings, ranging from workshops to large performances. Artist residencies in choreography, ceramics, acting,



choral music, and film occur during the two weeks before the festival. Many Bravo Arts events represent a wide variety of cultures. Traditional women's art, often known as "crafts," is included.

There is a Japan Center in the school which sponsors artistic series of events, travel, and instructional ideas. Some teachers are given release time to learn in this center.

Although any faculty member in this school could comply with staff development requirements by attending only the "World of Difference" sessions, the high quality and variety of the optional programs is inviting. Opportunities for reflection, analysis, and self-examination abound. The culture and atmosphere of the school are affected by the complexity and variety of the program. Staff resistance is minimized because most of the program is voluntary.

This program benefits from outside resources. The "World of Difference" is a well-designed, well-supported program which accomplishes what faculty members do not have time to design themselves. Bravo Arts is funded by many civic groups and by foundations; the Japan Center is supported by Mitsui; NEH is supporting the curriculum review.

There is hope that elements of this staff development program will transfer to students. Many of the workshops and materials in "World of Difference" consist of student lessons, as does much of the optional course work. The curriculum elements may become institutionalized as well. And when the assumptions and understandings of teachers are transformed, the classroom is sure to follow.

Of the eighteen schools in this study, this school is the most ethnically diverse. Although 46 percent of its students are African-American, a valiant effort is being made to establish changes that are global in nature rather than to succumb to a bipolar Eurocentric, Afrocentric conflict. An examination of the language groups in this school may explain another reason why such a conflict would be inappropriate. The school's enrollment includes 489 students who speak twenty-eight languages other than English. These languages and the incidence of students who speak them are:

- Patois (200), English-based Creole of Jamaica and West Indies
- Haitian French-based Creole (33)
- French (27)
- Philipino (20)
- Spanish (11)
- Mandarin Chinese (10)
- Arabic (8)
- Japanese (8)
- Serbian/Croatian (8)
- German (7)
- Korean (6)
- Polish (6)
- Greek (5)
- Hindi (5)
- Burmese (4)
- Urdu (4)
- Assyrian (3)
- Hebrew (3)
- Portuguese (3)
- Romanian (3)
- Russian (3)
- Cantonese (2)
- Italian (2)
- Khmer/Cambodian (2)
- Lithuanina (2)
- Vietnamese (2)
- Bulgarian (1)
- Lao (1)

As this kind of diversity enters the American high school, bilingual, bicultural, indeed, any program with "bi-" in its name, probably should be reexamined. One also wonders if student diversity is the catalyst needed to promote staff development for global education. Teachers are, in effect, traveling, although they remain in their schools and careers.

This multicultural program is offered in the context of a variety of other competing staff development opportunities. Earlier programs are reinforced and special interests are given consideration. These other offerings include programs featured in previous years. Cooperative Learning, Cooperative Discipline, and Teacher Expectations and Student Achievement (TESA) are examples. Thirteen impressive computer technology courses are offered, including an offering of mini-grants. Other offerings include an update on the Scholastic Aptitude Test (SAT) and on school law, a credit class on student self-esteem, a session on surviving parent conferences, and several daytime sessions for the support staff on procedures, grammar, and computer software.

Teachers are granted minimal school hours in which to profit from so vast an array of educational opportunities. Most of the training offered still occurs after school and on weekends.

### *Illinois Math and Science Academy (IMSA)*

The staff development focus at this new institution is moving from teaching strategies to curriculum. After a retreat and three days of collaborative soul-searching, the faculty decided to shift the focus. They also decided to provide time for their professional

interests. They will work on staff development at the school from 8 A.M. to noon, every sixth day of their teaching cycle—a total of twenty-two days. They are acutely aware of the global scientific environment in which they live. They collaborate closely with nearby Fermilab. It is their goal to achieve an integrated, global curriculum. They are integrating math with science, and math and science with the other disciplines, including the arts. They are aligning courses with the recommendations of the major math and science teachers' groups and with the realities of the international science community.

The IMSA faculty will continue to assume a leadership role in the staff development of others. They work with thirty school district teams in a partnership with Motorola University to redesign math and science education. Their Summer 'AD'Ventures in Mathematics, Science and Technology for other teachers and students, focused this past year on issues such as food production, waste management, genetic engineering, ethical considerations, probability and statistics, and renewable resources. Teachers at this institution sponsored twelve regional working conferences for 119 school districts interested in modernizing their math and science programs. They participate in a gifted Master's degree program at Northern Illinois University. They have a Leadership Symposium, a materials and lesson plan teacher network, and a telecommunications instructional consortium which broadcasts via two-way interactive microwave video/audio. And, of course, they make presentations at the rounds of professional meetings and conventions.

One staff member is designated to read the original works of any consultants the school might want to hire. This person shares the

fruits of his or her reading with the staff, which decides whether the information is sufficient or whether significantly more could be gained by hiring the consultant.

This school is under the jurisdiction of the Illinois Board of Higher Education and so is exempt from the state code that applies to other public schools. It is six years old and not tied to a century of tradition. Teachers at this school are hired with a one-year contract. After three years they may move to a two-year contract. This is a public school which accepts only "gifted" students. Its faculty members are keenly aware of their responsibility to others. Located in a small Illinois town, this academy receives a steady stream of international visitors who also speak the international languages of math and science and are most obviously interdependent and connected. For these reasons and others, IMSA is likely to develop worthwhile academic and global models for all.

### *University of Chicago Lab School*

Each year the leaders of this school convene at the pastoral Harrison Center in Lake Forest to designate goals for staff development. The main goal selected this year is student diversity.

In addition to approving all projects within the staff development budget, the principal here acts as the repository for grant information. When he reads something that resembles what is being done by a faculty member, he sends away for information and then encourages the faculty member to apply for funds. As a consequence staff development funded by others has accelerated. Teachers are concentrating on developing a more global curriculum

to accommodate student diversity. And, they, like the teachers in one other school in this study, have National Endowment for the Humanities grants to study literature and make recommendations to change the traditional canon.

This school enjoys a school/museum cultural exchange. The faculty has developed the "Science Explore" program on PBS which reaches 300 affiliates each week. In the last two years 65,000 students have participated in this program and 500 teachers have been trained.

A particular goal of the principal at this school is to expand the staff development model. The principal would like to see each teacher teach only four, not five, classes per day. He believes that teachers are motivated by recognition, participation, seeing their name in professional publications, and teaching from their own work. With increased time for staff development, the teachers at the University of Chicago Lab School would have more time to develop and share global curricula.

### *Loyola Academy*

Loyola has a tripartite committee for staff development—personal and social, professional, and religious. They also have individual and departmental staff development. Using an outcomes model, this school has adopted five goals: the integration of gospel values and the curriculum, study skills, critical thinking, aesthetic experiences, and oral communication.

Several aspects of Loyola's religious strand of staff development are global. The highlighted gospel values topic this year

is prejudice. A survey revealed that prejudice is not addressed in courses. The faculty attended a series of awareness workshops and then developed specific units on prejudice which could be incorporated into courses. Hunger week, although directed at the whole community, is educational for the faculty. Assemblies, materials about the Third World, and a two-day fast are part of this observance. Peace and Justice Week similarly includes a number of lessons and reading materials.

Although these global activities appear under the religious dimension of this school, they would be appropriate at a secular school as well. Teachers here also apply to a privately endowed fund to write curriculum during the summer. Some of this work is within the province of global education as well.

### *Glenbard West High School*

Although the primary focus of the staff development program at this school is technology, the principal here has, through an ad hoc global awareness committee, succeeded in providing a limited program. The first year this committee brought in a series of speakers to individual departments. They also organized a staff forum in reaction to the Gulf War. Faculty members pooled their knowledge while students listened in on the conversation.

This year activities multiplied. E Pluribus Unum Week was declared and many teachers and classes participated. There were art and poetry contests, special lessons, presentations, and an all-school assembly about the global nature of the business world. Teachers discovered new sources of materials and attempted new lesson ideas.

It is a start towards infusing global education into school subjects and the event will be held again next year. This committee also sponsored a history of American music presented in song by an African-American concert choir. Later in the year students and teachers visited the choir's school.

### *Glenbrook North and Glenbrook South High Schools*

Global staff development in this two-school district is still at the planning stage but worth mentioning nonetheless. This planning has been accomplished by the faculty and administration and reflects their staff development priorities and needs. Based on a globally oriented vision statement, six critical issues have been identified. Some of these issues are relevant to this study.

Issue one suggests that the current program be carefully examined to see if it is in line with a global society. The second issue is Time! Time! Time! The emphasis here belongs to the faculties. They specifically request time for staff development programs. The third issue which is Communications and Human Relations recommends ". . . interactions with students and parents of different races, ethnicities, and religions, particularly those who do not speak English." Issue four proposes student access to the entire curriculum and an examination of barriers to that. This is clearly a global issue. It questions the race and class issues which characterize the universal tracking system in American schools.

This initiative is different from the other models presented in that faculty-identified issues were presented to the administration and board. A report from the Glenbrook Vision Committee to the



Board of Education dated December 9, 1991, concluded with two special concerns that the group felt needed attention within all six issues. The first issue concerned the inadequacy of the traditional program.

The faculty perceives that the number of special needs students, those unable to benefit from the standard program, is increasing. These students represent increased demands on the administration and faculty, demands for which many feel inadequately prepared.

These teachers are asking for change and for training. The second issue does the same:

The following themes emerged with consistency: the inadequacy of staff training for learning technology; the lack of time for implementing technology; and the lack of a sufficient number of trained technicians to assist staff.

A special case of staff development for global education in this district involves the Glenbrook Academy for International Studies, which is a school-within-a-school at Glenbrook South. Students involved in this program attend the Academy in the morning and Glenbrook South in the afternoon. The administrative support for this school came from the superintendent rather than the principal. The staff development for this school is affiliated with a national network of schools, involves teacher collaboration in an interdisciplinary curriculum, and integrates global education with foreign language instruction.

Only six schools of the eighteen in the sample have more than incidental staff development for global education. In two of the schools, faculty awareness is demanding staff development for global

education, not practicing it, except within a small, morning, school-within-a school. Yet, awareness is a weighty matter in this area.

Staff development models are changing slowly. At Evanston High School, the principal, in conjunction with the faculty, has provided a strong focus and a three-year commitment. A range of outside organizations are involved and learning opportunities which would appeal to the manifold interests of the faculty have been made available. The global, multicultural theme pervades the school. Yet, required staff development is still limited to several large in service faculty assemblies and workshops, leaving the rest of the agenda to encroach upon teachers' already overburdened schedules. It is especially difficult for the teachers in elite schools to make additional time for professional education because they need time to grade writing assignments. The teachers at Evanston High School are also conscientiously trying to accommodate a variety of new students from different cultures and language groups, many of whose parents demand a first-class education for their children.

The highly collaborative administration and faculty at the Illinois Math and Science Academy have also redesigned staff development. Their focused staff development model involves both providing and receiving staff development. Most importantly, they have provided time within the school schedule for their own development.

The principal at Hinsdale High School has lead this school in changing the traditional model of staff development over a period of years. This focused model provides time and integrates compensation

and resources with the goals of the program. Hinsdale High School does not have staff development for global education.

The principals of the University of Chicago Lab School and Lake Forest Academy would like to adapt school schedules for a greater emphasis on staff development. They will need the support of their faculties to do so. The faculties of Glenbrook North and Glenbrook South have asked for the support of their principals to adapt schedules. As they wrote in their document, "We want to ensure that teachers have the time necessary to perform at a level of excellence."

Changing staff development models appears to present a greater adjustment for schools than for other organizations. Although all organizations have work to do, they do not all have a population of young people to supervise during their workday. Staff development for global education, or any staff development effort, will suffer until new arrangements for student custody are devised.

Evanston High School stands out as a school which has called upon the resources of outside groups which champion global education. The only strictly international education agencies that support these efforts are "World of Difference" and the Roman Catholic Church, although some may not have been mentioned. International business is offering support as well, particularly at the Illinois Math and Science Academy. Mitsui sponsors the Japan Center at Evanston High School. The National Endowment of the Humanities is sponsoring teachers from both Evanston High School and the University of Chicago Lab School who will be studying great works of literature from non-Western cultures. Increased collaboration with

such agencies could relieve the burden on a school's resources and provide guidance.

### Hiring

If principals care to train their staffs to teach with a global perspective, it would follow that they might care to hire teachers who possess a global outlook already. With few exceptions, principals must work with the teachers they have. Tenure laws and tradition make it very difficult to release resistant teachers. And, because there is little room to move vertically in the profession, principals can hardly reward teachers with pay or prestigious responsibility. They can dispense a few perquisites such as professional travel, committee membership, tracking assignments, or Xerox privileges. They can influence the selection of departmental leaders when vacancies occur. Only one school in this sample has a program of differentiated teaching responsibilities and compensation. Hiring is a means for principals to acquire qualities they desire in a faculty. As one principal in this study noted, "We have to front-load and hire the right person to start with."

When asked if global competencies were considered in the criteria they used to evaluate teacher candidates, thirteen principals agreed that they were. Ten of the thirteen answered that they look for global knowledge, skills, and values in filling all vacancies. Three said they would only consider this for certain openings, such as those in foreign languages or social studies. It is ironic that one of the schools in this sample with the most highly evolved global education mission statement, staff development program, and curriculum is the

Illinois Math and Science Academy. Five principals, both at public and independent schools, would not consider global awareness as a factor in their decisions. Nine mentioned that they are keen to hire minority faculty members. Two of those nine mentioned already having succeeded in hiring desirable minority candidates.

It is one public school principal's policy to interview a candidate after department members have ruled on subject matter knowledge and after other interviewers have checked for assessment and teaching techniques and the like. He then has the luxury to test for breadth and depth of thinking by asking the candidate to react to terms such as multicultural, The Color Purple, STS (Science, Technology, and Society), or womanism, for example. He wants the new teacher to fit in. "Our social studies people are aware. They are not antediluvian. They are collegial with open offices, which was copied by the English department. This has taken them out of their niches."

The principal of an independent school asks what, in the potential teacher's opinion, a school should do about critical social issues. The answers range from organizing a student march to checking the curriculum to find out what is approved. Another independent school principal who "absolutely takes the global attitude and awareness of the candidate into consideration" is aided by a very thorough interviewing process. His faculty went to interviewing school, and now each interviewer focuses on a distinct area. The candidates have to teach for a day, supply videotapes of themselves teaching, and answer questions such as "What have you

done that's remarkable?" He was not specific about what global attributes he was seeking.

Of the three who would not include competency in global education in the criteria for hiring new teachers, one public school principal relented a bit. She looks most for a balanced faculty:

You have to be careful because if somebody is at the end of the spectrum and embraces a philosophy that you do not embrace, then you have to be careful to balance the faculty. Whether you agree with him or not is irrelevant. In order to have an intellectually stimulating environment, you have to have diversity. And diversity to me is one of the most important components of global education.

In a somewhat similar manner, another independent principal balanced his faculty by looking for a hole in pedagogy, not for a global perspective. For example, he had three history teachers on the faculty. One taught according to the columnar method—the social, political, economic, and cultural aspects of any civilization studied. Another lectured but emphasized music, art, and literature. Another taught everything through debate. So for the fourth additional teacher, this principal hired the candidate who taught history from the perspective of a geographer. This school is on a quarter system and students at this school can expect to have three history teachers in a year. This method of hiring would obviously be superfluous in a school where students only met with two or three history teachers throughout their high school education, or where teachers had little time to communicate with one another.

The other three of the five principals who ignored global competency were more traditional. One looked for "educational

experience," another for "methods, interest in kids, and commitment to education," and the third for "commitment to kids and understanding of the responsibilities of a classroom teacher." Let's not stray too far from that classroom.

Two of the nine principals who were seeking minority teachers had succeeded in hiring at least one such person. One principal at a public school explained,

Last year we hired a social studies teacher with a bachelor's from Williams, a master's from Harvard, who lived and taught in Japan for two years, and was a stockbroker for two years. We hired a teacher from Rockford whose family speaks German. He went to the U. of I., student-taught at Benito Juarez High School, has a degree in Afro-American Studies from the University of Wisconsin, and is white. We also hired three African-Americans and one Hispanic. We're trying to work our way through this global education stuff.

Three of the nine mentioned that minority teachers were not anxious to work in their schools. One remarked, "It's very difficult to get minority teachers. They are not comfortable coming out to this area to teach." Another found it difficult to hire Asians because teaching salaries were not competitive enough to compete with business. Another mentioned, "It's very difficult for us to attract blacks, hispanics, and other minorities. People don't necessarily want to commit themselves to a lily-white school. Ninety percent of our kids are white. Asians are 8 percent."

Minority teachers do not necessarily possess global competencies. In these schools they would, of course, add to the diversity of a faculty.

The principals who were seeking to hire teachers with global competencies seemed to want aware, knowledgeable individuals, but they did not specify what knowledge, skills, or values they would find advantageous. They were not looking for teachers who had studied Arabic literature, or who had work experience using mathematics in sports design, or who understood development, for example. They did not mention looking for a teacher who was familiar with global curricular materials or who had developed any. They did not mention favoring teachers who were especially adept at locating and managing information. They did refer to teachers knowing "their" subject matter or content. With the amount of knowledge in the world today, it is difficult to fathom what knowing "their" content should mean. The responses in this area, although mostly enthusiastic, were vague and unconvincing.

Hiring teachers who are competent in the field could potentially have a strong effect on staff development for global education. Such teachers could introduce colleagues to ideas and resources, as well as influence them through collaboration, example, and presentations.

### Curriculum

Teachers probably determine more about the curriculum of a school than any official course of study or written curriculum guide. And students know more about the curriculum than principals are able to perceive or that materials are able to convey. Yet one can at least, recognize the outlines of the curriculum that students



experience from talking to principals and reading the school's materials.

The eighteen schools in this study provide all their college-bound students with the traditional curriculum. Students take English, social studies, math, science, and foreign language as their core subjects. The suggested years of each and the courses themselves remain basically uniform in all the schools, with some variations or enhancements. American, British, and Western male authors, American and European history, and European languages, constitute almost all of the content taught in those subjects. The curriculum for achieving students in all these schools is greatly influenced by the College Entrance Examination Board's Advanced Placement Program, which emphasizes the same priorities. The University of Chicago Lab School is a partial exception to this.

Pockets of non-Western literature and history appear haphazardly. Usually this material appears in elective courses, many of which may be taken to fill various requirements. Themes compared across cultures, likewise, appear here and there, as do some studies of the systems which explain our world. Integrated courses usually combine English and history to teach American and European cultures, although there are original and creative exceptions to this.

Thirteen of the principals mentioned that they were reviewing their courses of study and looking for ways to make their curricula more multicultural.

Three principals, two of whom supported a more global curriculum in general, expressed reservations which came out of

their intellectual framework. These principals from both public and private schools defended the Eurocentric, Western bias of traditional American education. One expressed the pervasive assumption that reading anything in translation sullies the language beyond repair. He also felt that, "Alan Bloom is always nipping at the heels. Do we know our own culture? Do we have a sense of history? How can we justify studying another culture?" This same principal commented with humor that history in his school "needs help—very eurocentric. Columbus discovered America. Marco Polo discovered China."

A second principal had reflected considerably on the topic of the ethnocentric curriculum:

I bristle a little about this. I know about the dead white male. I'm not sure that blacks and gays and women have made a contribution that would hold up against the tests for the universality of appeal of Thoreau, Shakespeare, Emerson, Harvey, Dickens. . . . Now we can get into Jane Austen and Alice Walker and so on. I have a little trouble getting into that. . . . We must be sensitive but there is a lot of faddism. Who writes better about Africa than Alan Paton? If you want to read about the politics. . . Maybe I haven't read a lot. I haven't read Malcolm X. I like James Baldwin. I don't think we have an aggressive approach to that issue. That hasn't been hampered by me, though. It has been by the teachers. I would say ok, do that with some caution, test the waters. I would suspect that we don't have much non-Western literature, if any. A little haiku.

The third principal did not believe that global education should be a prime motivator. If for another reason education became more global, that would be lovely. Some of the assembly programs might be global. There is an interim week. "Sometimes there may be a global perspective to that, but not necessarily." This school has a two-

semester global elective. The first semester is devoted to the Holocaust. The students in this class went on a field trip to Germany to research concentration camps and happened to witness the fall of the Berlin Wall. "They were in the right place at the right time." In the second semester this class is called "Global Issues" and has a decidedly global description. Alas, "It's an elective. Most kids don't take it." This principal believes that non-Western authors are read but

because of the literary rather than the global. . . For example, . . . would be read because it is good literature. I don't think they would do it because it's from South America or from Africa. I guess there is a global perspective to world history or U.S. history, but it isn't a specific issue here at all. Our curriculum is driven by the colleges. Our byline is that this is one of the best preparatory schools in the country. I'm amazed. We've got kids here that are strugglers and they have already been accepted.

Even though students in American schools study Europe extensively, many teachers noticed that when the Berlin Wall fell, their students had to be retaught the background of that monumental event. They were lost to put it in context. Many students cannot place the many events occurring today in Europe in any meaningful context.

One also wonders about the consistency of the aversion to reading literature in translation. Somehow this phobia is usually waived for Latin and Greek classics, the Bible, Old English stories, and great French authors like Hugo, Flaubert, and Moliere.

Throughout the courses of study of these schools, one finds literature, history, humanities, and arts courses misleadingly mislabeled with universal words like "world" in the title. In a

semester course entitled "World Literature," students will read one book every "one and one-half weeks or so." The books were written in France, Germany, Russia, Italy, and Greece. For most students, they will have to be read in translation. A course entitled "Real People in Literature" is "based on Oliver Goldsmith's thinking that 'the best reading is the life of a good man, while the next best is that of a bad man.'" Although girls may take this course, the texts are Brecht's Galileo, Bolt's A Man for All Seasons, Shakespeare's Richard II, and "Luke" in the Bible. The lives studied are those of Socrates, Kissinger, Jesus, Indira Ghandi, and Galileo.

Typical of this problem is the following course description:

Modern History. This course deals with those elements of modern world history that are most relevant to the events and issues of the present. Included in the course are: a unit on historical method and the techniques of research; a brief treatment of pre-modern civilizations; consideration of European colonization in the new world and America's impact on the old world; discussion of the English, American, and French Revolutions; the Industrial Revolution, modern nationalism, and imperialism; the world wars and attempts at international cooperation; and the interaction of Marxism, fascism, and democracy in the twentieth century.

This history course teaches students that Europe and American are the focal points of history. This is the only perspective considered. The only interdependence is between "the old world," Europe, and "the new world," America; the only important revolutions occurred in Europe and America; the only significant wars were the First World War and the Second World War; and the only brand of political and economic theory is European. Students are

deprived of the opportunity to marvel at and appreciate a culture other than their own. Whole world systems are ignored.

Another typical example of this pattern is this description of the "History of Art."

History of Art. The course is designed to give students a historical perspective and an understanding of contemporary art and architecture. Students also develop the ability to understand and appreciate the visual arts from prehistoric times through contemporary movements. Painting, sculpture, architecture and photography are examined in lecture, discussion, reading, slides, films, tapes and field trips to area museums and galleries.

During the first semester, the art and culture of prehistoric man through Western art of the Middle Ages and the Renaissance will be examined. The relationship between current art trends and periods in the past will be carefully explored.

In the second semester, the format of the first semester will continue with emphasis on the Romantic and Impressionistic periods as a transition into the trends in the 20th Century, including Cubism, Dada, Surrealism, Abstract Expressionism, Pop, Op and Post-Modernism.

This futile attempt to appreciate all the art that ever was has clearly given the message to students that there was no art that was not "pre-historic" in China or India, and that women did not create art.

Major modern world languages used in cooperation and trade such as Arabic, Chinese, Japanese, and Russian are largely absent from the curricula of these schools. All eighteen schools offer Spanish and French, and fourteen offer German. Russian and Hebrew are each taught in three schools. Japanese is offered in only two schools. One

other school has a Japanese course but does not offer credit for it. Yet it is estimated that fewer than five hundred Americans can translate Japanese scientific and technical information and that only a small number of the approximately ten thousand Japanese scientific and technical journals are ever translated into English.<sup>5</sup> Italian is taught in one school. Of the classical languages, students can take Latin in thirteen of these schools and Greek in two.

The methods used to teach foreign language in American schools are largely ineffective. This is common knowledge. Conversation and practice are overshadowed by memorization of vocabulary and grammatical drill and practice. The President's Commission on Foreign Language and International Studies estimates that fewer than three percent of American students achieve "meaningful foreign-language competence."<sup>6</sup>

Because of the recent cold war, five schools offer Russian History, one offers Soviet Studies, one Russian Consciousness in Literature, and still another Russian History and Literature combined with an optional field trip. The former Soviet Union may now become one of the U.S.'s largest trading partners, which would be a good reason to retain this aspect of the curricula. Curricular inertia will probably suffice to keep it in the curricula.

There is a tendency to wet one's toes in the great unwashed ocean of the non-West. Courses that offer a modicum of non-Western material are sprinkled throughout the schools. One such course is

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<sup>5</sup>Ibid., 114.

<sup>6</sup>Ibid., 113.

"World Literature," which includes "Russian, German, English, Greek, French, Hispanic, American, and South African writers." Another is "World Fiction" which includes "such novels as *Les Miserables*, *Fathers and Sons*, *The Metamorphosis* and *Things Fall Apart*."

All eighteen schools offer, at least, some bona-fide global education courses. Some have global requirements. One semester of non-Western history or anthropology is required in one independent school and recommended in one public school. Some of these courses emphasize a global perspective, cross-cultural awareness, integrated systems thinking, and awareness of world conditions. Examples include: Introduction to East Asia; Science and Technology in the Nuclear Arms Race; Issues of Race and Oppression in American History and Literature; Political Literature; War, Peace and Revolution; Animal Behavior; International Relations; Modern Issues; Current Events; Urban Studies; Issues and Answers; The Eastern World; Religions of the World; Literature of Persuasion; Asian Studies; Geography and World Affairs; U.S. in a Changing World; Asian Studies; African-American Studies; Women's Literature; The Lessons of Vietnam; Third World Politics; Ecology; Current Issues in Science; Current World Problems; Faith and Justice; Asia in Transition: Tradition and Technology; Contemporary World History: The World Since 1945; World Geography; Cultural Geography; Marine Biology; Ecology; Integrated American Studies; Integrated Humanities; Facing History: Holocaust; and Global Issues. One school offers the following three global courses to its "gifted" students: Science Professionals as Resource Knowledge, Future Problem Solving Bowl, and Alternative Language Programs.

Four of the schools in this sample have more developed global education curricula. The details of their programs describe a wide range of designs that schools can augment and transform as they move toward an appropriate secondary curriculum. They merit a more thorough description. Some of the elements of these schools, of course, also occur in other schools in the sample. Student clubs formed around topics included in global education and opportunities for community service are offered in all eighteen schools. Community service typically includes work at homeless shelters, soup kitchens, and neighborhood houses, as well as work with elderly and handicapped Americans.

#### *Evanston Township High School*

Evanston High School requires that all its students study a culture other than their own in depth. This global perspective graduation requirement is fulfilled by taking one of a variety of social science classes. Options include the following: Global Cultures; Global Cultures Honors; African History and Culture; Tradition and Change in China and East Asia; India and Japan: Asian Democracies 1945-1990; Latin American Studies; 20th Century Russia; Middle East: Past and Present; Asian Cultures and Foods; Afro-American History; 20th Century Trends; and non-credit Japanese.

This school has a particularly wide range of student clubs which offer global education. Options include African-American Union, Amnesty International, Asian Club, Black History Month Committee, Creole Club, Foreign Language Exchanges, Israeli Culture



Club, Model UN, Multicultural Awareness Week Committee, NAACP, and Students Together Against Racism (STAR).

This school offers three forms of community service. Students can volunteer, volunteer for credit, or volunteer as part of course work.

Student opportunities for foreign travel include a teacher-led trip to Japan for nine students, which is subsidized by Mitsui, Inc., and one to Kenya and Zimbabwe for twenty students, which is funded by the U.S. Department of Education and the Fullbright-Hays Group Project Award. Languages offered here are Spanish, French, German, Hebrew, Latin, and non-credit Japanese.

### *Illinois Math and Science Academy*

The course descriptions at this school reflect global thinking. This is the only school where women are explicitly mentioned, more than rarely, in the course of studies. Students can take Masculine/Feminine: Voices in Modern American Poetry, or Portraits of Creativity. Images of Horror includes the photography of Diane Arbus, and The American Voice in Prose includes the writings of Ann Bradford and Alice Walker. The course description for Idea of the Individual, however, fails to mention any female individuals.

Course descriptions for traditional courses are instructive. The American Studies description explains the "global nature of modern America" and investigates the "evolution of an increasingly globalized human experience." The World Studies description notes that "Our world's history and the major issues confronting its people have assumed an increasingly global character." The International

Relations course promises that "Examples of cooperation and conflict will be studied to gain insights into the . . . management of international problems such as terrorism, hunger, debt, pollution, racism, and the arms race." Integrated models from a current perspective fill the entire course of study. Students can study Patterns of Biological Diversity; Plants and People; and Science, Society, and the Future. Classes do not meet daily. Therefore, students have room in their schedules for an intriguing array of arts and music classes.

The clubs at this school provide for global interests. They include Academic Decathlon, American Computer Science League, Argonne Explorer Post, Chess, Dance Corps, Film Classics, Future Problem Solving Bowl, Junior Engineering Technical Society, Math Teams, Student Pugwash, SADD, Science Olympiad, Student Council, Swing Choir, Yearbook, and Youth and Government. Students are involved in many community service projects. They also benefit from collaborative arrangements with Fermilab and many corporations. In addition to French, Spanish, German, and Latin, students may study Japanese and Russian.

### *University of Chicago Lab School*

This school has an innovative curriculum with many global aspects. The school is on the quarter system and, in some cases, students can choose three different electives to fulfill a year's requirement. The faculty may change these courses based on student interest. They also may adapt the content of any course as it develops based on student interest. Global dimensions are clearly

reflected in the descriptions of the following courses: Early World History; Modern World; African-American History; International Relations and a Model United Nations; 20th Century Latin America; Chinese History; Problems in the Modern World; and Independent Study. The English and history departments have eliminated Advanced Placement classes. African-American History meets the U.S. history requirement and is taken by about one third of the students. The Model United Nations group took part in the simulation at the Hague, and students have exchanges with England, Belgium, Spain, Germany, and France.

Appealing science classes are based on integrated models. An ecology course description with no title mentions bio-diversity and evolution, human activities and extinction, urbanization and farming practice, greenhouse, ozone effects, and the presumed benefit of recycling. Students can design a Laboratory project in science, a Library Project in science, take cosmology, or learn the current state of molecular genetics and genetic engineering. There are many group and paired projects.

In response to the "James Madison High School" four-year plan which was proposed by William Bennett, former Secretary of Education, the faculty here developed Music and Visual Arts classes for non-performers. The content of these courses, however, is decidedly Western and traditional, as is the proposed curriculum for the James Madison High School.<sup>7</sup>

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<sup>7</sup>William Bennett, "James Madison High School," in Organizing for Learning: Toward the 21st Century, ed. Herbert J. Walberg and John J. Lane (Reston, VA: NASSP, 1989), 15.

### *Glenbrook Academy of International Studies*

This four-year global school within a school was established in the fall of 1981 and is open on a competitive basis to freshmen enrolled in either Glenbrook North or Glenbrook South High School. It deviates from the national guidelines suggested for Language and International Studies Schools in several important ways. It is not "democratically" open to any interested student in the district, only commonly taught languages are offered, classes in other disciplines are not taught in the foreign language, and a cross-cultural experience is not required of all students. Students meet together for the first three periods of each school day to study an integrated program of English, history, and the same foreign language for all students and for all three years. Students are promised that they will read literature sooner than students do in regular foreign language classes and that they will have ample time for conversation. They will not have to learn grammar exercises. Indeed, as a principal in this district noted about the Academy, "It may be elitist, but the students learn to write beautifully." These students will benefit from outside speakers, often college professors, and take many special field trips.

Freshman year offers a global history course according to the following description:

History. The first year of the Academy is devoted to the history of the non-Western world; that is, to areas other than the U.S. A. and Western Europe. Thus, you study Japan, China, Africa, Central and South America, India, and the Middle East. The

emphasis here is on the history, the culture (laws, religions, customs, institutions), and the geography of these regions.

By sophomore year, the curriculum yields to the iron rule of the Advanced Placement Exams. As the information booklet for the Academy apologetically explains,

Because of the nature of the AP exams, the emphasis in history classes in sophomore and junior year is on the past; but, where relevant, attempts are made to link past events with the contemporary scene. It's much easier to understand the problems in Northern Ireland, for example, if you have some idea why and how the island of Ireland is split into two quite separate countries.

One would assume that the emphasis in history would be on the past. Nevertheless, the past turns predictably to the political and military history of the United States and Europe. The description of junior year history promises,

You will study the connections between countries—when the King of France married into the royalty of Spain or Italy or England, for instance—and how those connections came apart or were cemented by clever prime ministers or aggressive generals.

At least students will be able to sharpen their thinking skills as the College Board ensures that the Anabaptists and the Battle of Poltava do not disappear from the curriculum.

The curricula of the eighteen schools studied reveal an extraordinary resistance to change. Today's adolescents study the same books and poems, the same treaties and the same languages as their parents did. And they study them in the same patterns for the same amount and length of school periods. They still join clubs and do volunteer work. Teachers are teaching what they have been taught.

Although most teachers do not specify literature in their descriptions of English courses, a list of the literature mentioned by name in the curriculum guides of the eighteen schools in this study is revealing:

A Christmas Carol  
 A Clockwork Orange  
 A Day No Pigs Would Die  
 A Death in the Family  
 A Doll's House  
 A Man for All Seasons  
 A Midsummer Night's Dream  
 A Passage to India  
 A Portrait of the Artist as a Young Man  
 A Separate Peace  
 A Tale of Two Cities  
 A Wizard of Earthsea  
 Adventures of Sherlock Holmes  
 All Quiet on the Western Front  
 An American Tragedy  
 An Unsuitable Job for a Woman  
 Animal Farm  
 Antigone  
 As You Like It  
 Being There  
 Beowulf  
 Black Boy  
 Brave New World  
 Candide  
 Catch 22  
 Crime and Punishment  
 Cry the Beloved Country  
 Daisy Miller  
 Dawn  
 Death of a Salesman  
 Deliverance  
 Demian  
 Doctor Faustus  
 Equus  
 Ethan Frome

Fairy Tales  
 Frankenstein  
 Franny and Zooey  
 Galileo  
 Genesis  
 Great Expectations  
 Gulliver's Travels  
 Hamlet  
 Hard Times  
 Heart of Darkness  
 Hedda Gabler  
 Henry IV  
 Henry V  
 Hound of the Baskervilles  
 Huckleberry Finn  
 I Am the Cheese  
 I Heard the Owl Call My Name  
 I Know Why the Caged Bird Sings  
 Importance of Being Earnest  
 Inferno  
 Inherit the Wind  
 Inspector Maigret Pursues  
 Invisible Man  
 Joseph Andrews  
 Julius Caesar  
 King Lear  
 Loneliness of the Long Distance Runner  
 Long Day's Journey Into Night  
 Looking Backward  
 Lord of the Flies  
 Luke  
 Macbeth  
 Madame Bovary  
 Medea  
 Moby Dick  
 Morte d'Arthur  
 Mother Courage and Her Children  
 Murders in the Rue Morgue  
 Mythology and You  
 Narrative of the Life of Frederick Douglass  
 Native Son  
 No Boundary  
 No Exit

Oedipus Rex  
Of Mice and Men  
On Civil Disobedience  
On Liberty  
On the Nature of the Universe  
One Day in the Life of Ivan Denisovich  
One Flew Over the Cuckoo's Nest  
Othello  
Our Town  
Paradise Lost  
Pride and Prejudice  
Pygmalion  
Rabbit, Run  
Reflections on a Gift of Watermelon Pickle  
Remains of the Day  
Richard III  
Romeo and Juliet  
Self-Reliance  
She  
Siddhartha  
Sir Gawain and the Green Knight  
Slaughterhouse Five  
Sons and Lovers  
St. Joan  
Tess of the D'Urbervilles  
The Assistant  
The Bacchae  
The Blue Cross  
The Canterbury Tales  
The Catcher in the Rye  
The Children of Dynmouth  
The Chosen  
The Collector  
The Color Purple  
The Epic of Gilgamesh  
The Fellowship of the Ring  
The Fixer  
The Grapes of Wrath  
The Great Gatsby  
The Handmaid's Tale  
The Inferno  
The Jew of Malta  
The King Must Die



The Last Days of Socrates  
 The Maltese Falcon  
 The Martian Chronicles  
 The Memories of a Survivor  
 The Merchant of Venice  
 The Metamorphosis  
 The Miracle Worker  
 The Murder of Roger Ackroyd  
 The Norse Myths  
 The Odyssey  
 The Once and Future King  
 The Oresteia Trilogy  
 The Purloined Letter  
 The Razor's Edge  
 The Scarlet Letter  
 The Short Happy Life of Francis Macomber  
 The Stranger  
 The Sun Also Rises  
 The Tempest  
 The Theban Plays  
 The Turn of the Screw  
 The Waste Land  
 The Winter's Tale  
 The Zoo Story  
 Things Fall Apart  
 To Kill a Mockingbird  
 To the Lighthouse  
 Uncle Tom's Cabin  
 Utopia  
 Waiting for Godot  
 Waiting for the Barbarians  
 Walden  
 When the Legends Die  
 Who's Afraid of Virginia Woolf  
 Wuthering Heights

This largely nostalgic reading list underscores the predominance of Western, often American and English, literature in these elite secondary schools. It also would indicate that there is no definitive body of work that is absolutely essential to "cover."

Staff development for global education seems to have an uneven level of transfer to the curriculum. At Evanston High School, the effect on the curriculum is that students are required to take a one-semester class. This requirement does institutionalize the practice, which will probably remain even if those teachers who support studying another culture in depth should leave the faculty. Most importantly, the requirement applies to all students there. Evanston's multicultural education staff development program is in its first year and may well result in important curriculum adaptations. Many innovative and sophisticated courses are developed to fulfill the course requirement.

Without closer inspection, it is not apparent that the global aspects of the staff development program at Loyola Academy are reflected in the curriculum. Individual teachers may tailor their classes to reflect a global perspective, as may teachers at any of these schools.

At IMSA, the University of Chicago Lab School, and the Glenbrook Academy for International Studies, the staff development efforts are more clearly evident in the curriculum. These significant programs are for "gifted" or academically advanced students. IMSA admits only students who excel in math or science, the Glenbrook Academy of International Studies admits verbally talented students, and the University of Chicago Lab School has competitive admissions. All can dismiss students who do not perform well. One wonders if only the creme de la creme of students who attend elite schools are allowed to be enlightened by a global education.

Most American high schools track students by ability level.<sup>8</sup> In addition to the pedagogical rationale for tracking, it was thought that this sorting process complemented the American economy. In the opinion of some, we are tracking ourselves out of the global marketplace. Segments of the American work force and many American work places are not operating at a high level.<sup>9</sup> Even the most finely tuned leadership can not make up for a grossly inadequate work force. Conversely, some work places are waiting for qualified employees before they raise their level of performance and accountability. This study might provide a microcosm of the larger school system. Only a few receive an elite education and, of those, only a few are allowed to look behind the wizard's curtain.

All the public schools in this sample are tracked, as is the largest independent school. That school makes no apologies, as is obvious from this excerpt from its Curriculum Conference Guide:

9. A student in English 2, track 9 should take:
  - A. British Literature Honors—if his English 2, track 9 grade is 85 or higher and he receives a positive recommendation from his teacher.
  - B. British Literature—if his English 2, track 9 grade is 84 or lower and/or he doesn't receive a positive recommendation from his teacher.

The other independent schools are effectively tracked because of their admissions and promotion criteria. Generally, lower-track

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<sup>8</sup>Anne Wheelock, Crossing the Tracks: How "Untracking" Can Save America's Schools (New York: The New Press, 1992), 21.

<sup>9</sup>See Secretary's Commission on Achieving Necessary Skills, "What Work Requires of Schools: A SCANS Report for America 2000" (Washington, D.C.: U.S. Department of Labor, 1991).

classes and the teachers who teach them have not been known to emphasize complex thinking skills.<sup>10</sup> Lower tracks emphasize basic skills at the expense of more intriguing and challenging thought. One wonders how many of the works of literature, albeit Western, are even assigned for students in the lower tracks, even in these elite schools.

Global education according to the Hanvey model, or any other, requires teachers and students to think. The Hanvey model calls a few basic thinking skills to mind:

- Perspective consciousness— examination of assumptions, comparison
- State of the Planet Awareness—analysis, pattern identification, prediction
- Cross-cultural Awareness—induction, applying bias and point of view, empathy,
- Knowledge of Global Dynamics—synthesis, systems thinking, recognition of cause and effect
- Awareness of Human Choices—evaluation, application, hypothesizing

Global education is not about the principal crops of Costa Rica but rather about the possibility of other versions of the scientific method, or systems of agriculture and distribution of food. Tracking, as it is practiced in today's schools, is a barrier to global education.

Schools prepare students for citizenship. One traditional requirement of citizenship was that a male student would be willing

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<sup>10</sup> See Jeannie Oakes, Keeping Track: How Schools Structure Inequality (New Haven, CT: Yale University Press, 1985).

to die for one's country in war, if asked. Paramilitaristic, uniformed marching bands heralded football games, where the ablest men did battle on the playing field, cheered on by emotional female cheerleaders. Students learned in Civics or American History that their country stood for all that was moral and just, for leading the rest of the world to similar paths of righteousness, and that fighting for freedom in the past had made possible the American life-style. Global education represents a shift from the slogan "My country, right or wrong." It recognizes that all nations err and that all seek self-interest.

Global education recognizes that war has changed since the Atlantic Charter and the Potsdam Accords. In 1945, the first atomic bomb fell, and war can now result in the total eradication of earth. In the 1980s, three-quarters of the casualties of war were unarmed civilians, not soldiers.<sup>11</sup> The fear remains. Maybe a few of the elite may be allowed to think globally if they do not have to serve as fighting soldiers.

State Department of Education officials whose duty it is to coordinate international education criticized global education materials saying that "such literature sometimes is biased, promoting particular views on global issues."<sup>12</sup> A consultant for international education for the Council of Chief State School Officers responded. Referring to global curriculum developers, he commented that "Some

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<sup>11</sup>Peter Grier, "World Arms Spending Still High: Developed Nations Buy 85 Percent," Christian Science Monitor, 12 June 1991, 9.

<sup>12</sup>Debra Viadero, "Survey Finds Much Interest in Studies of Other Nations, but Limited Funds," Education Week, 10 June 1992, 4.

of these groups are not very objective in their points of view, and the job of schools is to be objective."<sup>13</sup> Global materials can be consistent with the personal belief systems of their developers without being unduly biased. Appropriate global materials must have depth and integrity and not be regarded as propaganda for special interest groups. On the other hand, global materials developed according to responsible and truthful criteria should not be avoided because they happen to threaten special interest groups with antagonistic belief systems.

Traditional textbooks are hardly objective works. It might be argued that the extent to which textbooks are objective contributes to their deadening effect on student achievement and to their lack of resemblance to life as we live it. Schools disserve students by shielding them from a variety of materials.

Of course, this argument returns us to the issue of staff development. Prominent global educators have argued that

It is not enough to say that teachers should present all sides of a controversial issue. The simple truth is that most teachers are not prepared to do that. Policy statements about the need for balance do not respond to the major problem: There are too few opportunities for educators to enroll in courses that introduce them to relevant theoretical and policy-related information on international affairs. How can educators present all sides of an issue when they are not well informed about contending views?<sup>14</sup>

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<sup>13</sup>Ibid.

<sup>14</sup>Steven L. Lamy, "Global Education: A Conflict of Images" in Global Education: From Thought to Action. The 1991 Yearbook of the Association for Supervision and Curriculum Development, ed. Kenneth A. Tye (Alexandria, VA: ASCD, 1990), 62.

Surely, if teachers expect students to think about different points of view, they can do so too. The problem is not for teachers to present these views or to be conversant with them all. Teachers and students together can locate relevant material using increasingly manageable and sophisticated research techniques. Gone are the days of the dreaded, drab-green Reader's Guide to Periodical Literature. And gone are the days when any teacher, no matter how well informed, can be expected to carry all relevant research and points of view in his or her mind. The exponential creation of information makes the concept of teacher as the repository of knowledge and points of view very old-fashioned, indeed. Ninety per cent of all the scientists and engineers throughout history are working today, and as a result scientific knowledge is doubling every thirteen to fifteen years.<sup>15</sup>

Teachers cannot hope to hold the attention of students with a "My country, right or wrong," bland approach to subject matter. Hence, they must now run the risk that educated young people will think twice, as well-educated boys have always done, before fighting in wars. Global education is an attack on patriotism in an outdated sense. It is an attack on the glorification of battles and the willingness to die in one of them for one's country. In a more modern and real sense, global education is very patriotic. It can prepare American citizens to compete in a global economy while enhancing the possibility that all humans will survive in an ecologically

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<sup>15</sup> Alfred Balk, The Myth of the American Eclipse (New Brunswick: Transaction, 1990), 15.

balanced world without dying from hunger, war, or perverted ecological systems.

Teachers need staff development to learn new technology. Most importantly, secondary teachers need staff development to liberate themselves from the burden of being content experts and to think about appropriate ways to be experts in cultivating minds in a modern world.

None of the principals in this study referred in any substantial way to the wealth of global education materials available. This startling fact emerges as an unexpected finding of this study. One might conclude that the developers of global materials are not disseminating them to administrators. Perhaps a greater variety of materials needs to be developed in all subject areas. The importance of this inadvertent finding is underscored because of the dependence on textbooks in American secondary classrooms.

The schools in this study where the most global education was occurring for both students and staff were experimental schools—the Illinois Math and Science Academy, the University of Chicago Laboratory School, and the Glenbrook Academy for International Studies. These schools are fulfilling their mission if they develop and try new ways of learning. They are moving toward new working conditions for teachers. Teachers need time to collaborate with one another, to evaluate and individualize student work, and to learn. Teachers with time can create change. Teachers without time cling to known subject matter, texts, and lesson ideas.

In each of these three schools, of the several schools highlighted in this study, there was a strong administrative vision of



global education. There was also a high degree of support for increased emphasis and changed models of staff development. These efforts are dynamic and evident in the curricula of these schools. Worth noting also is Evanston High School, in the first year of a very fruitful experiment, where high principal support for focused global staff development may result in changing models in this much larger and more complex institution.

Loyola Academy, a Jesuit institution, practices a traditional, humanistic tradition. This humanism is part of the curriculum. The other parts of the curriculum remain traditional as well. The principal at Glenbard West may promote additional efforts for global education after teachers become trained in technology, the priority there for staff development. The teachers at Glenbrook South and Glenbrook North might force the hand of the principals there to extend global education beyond the confines of the school-within-a-school, the Glenbrook Academy for International Studies.

Because these elite schools excel in educating students, many school leaders would prefer to emphasize traditional areas such as reading and writing for staff development. Others prefer to preserve the status quo, with staff development mainly focused at the departmental level.

The school leaders in this sample agree with the concept of global education, not without reservation. Some want to preserve the supremacy of the white, male, Western tradition. Maybe it was a coincidence that the three principals that were most forthcoming in their reservations about veering from the superior culture of the West were white males with an anglophile or Eastern United States

image. And maybe it was a coincidence that the three principals who were most enthusiastic about global education were female. By clinging to hopes of retaining white, male, Western supremacy, leaders are losing supremacy to those who are willing to adapt to world systems.

For principals to transfer their ideas into opportunities for teachers; for teachers, in turn, to transfer their ideas to students will require a major change in the concept of "teacher." The principals in this study who were making it possible for teachers to educate themselves were in the schools where the most global education is occurring. It is too soon to see the results of some of this effort. Without time for teachers to learn, without an investment in the human resources of our schools, global education will only occur in isolated pockets of shadow and light.

Without changes in vision, in staff development patterns, and in the curricula of even our best schools, American education may become as relevant as our dimming memory of the terms of the Treaty of Westphalia.

## CHAPTER FOUR

### CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

#### The Reform of the French Uniform by Adolphe Messimy, Minister of War

The British had adopted khaki after the Boer War, and the Germans were about to make the change from Prussian blue to field-gray. But in 1912 French soldiers still wore the same blue coats, red kepi, and red trousers they had worn in 1830 when rifle fire carried only two hundred paces and when armies, fighting at these close quarters, had no need for concealment. Visiting the Balkan front in 1912, Messimy saw the advantages gained by the dull-colored Bulgarians and came home determined to make the French soldier less visible. His project to clothe him in grey-blue or gray-green raised a howl of protest. Army pride was as intransigent about giving up its red trousers as it was about adopting heavy guns. Army prestige was once again felt to be at stake. To clothe the French soldier in some muddy, inglorious color, declared the army's champions, would be to realize the fondest hopes of Dreyfusards and Freemasons. To banish "all that is colorful, all that gives the soldier his vivid aspect," wrote the *Echo de Paris*, "is to go contrary both to French taste and military function." Messimy pointed out that the two might no longer be synonymous, but his opponents proved immovable. At a parliamentary hearing a former War Minister, M. Etienne, spoke for France.

"Eliminate the red trousers?" he cried, "Never! Le pantalon rouge c'est la France!"

Barbara W. Tuchman, The Guns of August<sup>1</sup>

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<sup>1</sup>Barbara W. Tuchman, The Guns of August (New York:Macmillan, 1962), 37-38.

### Summary

This qualitative study analyzed the principal's role in staff development for global education in selected elite Chicago area secondary schools. The principals of eighteen schools in the Chicago area were interviewed. The schools included in the final sample were:

Chicago Latin School  
Deerfield High School  
Evanston Township High School  
Francis Parker High School  
Glenbard West High School  
Glenbrook North High School  
Glenbrook South High School  
Highland Park High School  
Hinsdale Central High School  
Homewood-Flossmoor Community High School  
Illinois Math and Science Academy  
Lake Forest Academy  
Lake Forest High School  
Loyola Academy  
New Trier Township High School  
North Shore Country Day School  
Stevenson Prairie View High School  
University of Chicago Lab School

While the eighteen schools in this sample may not be the only elite schools in the Chicago area, they are among the elite based on the criteria of high community socio-economic factors and esteemed reputation and image.

Twelve of the schools in the sample are public and six are independent. Of the independent schools, only one is a single-sex school or a religiously affiliated school. The smallest school has an enrollment of 112 students, and the largest an enrollment of 2,742

students. Only three of the schools selected are located in the city of Chicago and these are independent. The other schools are located in suburban Cook, DuPage, and Lake Counties. Two boarding schools, one of which serves day students as well, are included in the study.

The data gleaned from the interviews were designed to describe the principal's role in staff development efforts for global education. The interview data correspond to the categories in the interview questionnaire and to the categories in the case studies examined in the literature review. Global education is described through an analysis of the following areas in the sample: (1) the principal's vision, (2) the principal's support for staff development, (3) staff development, (4) hiring, and (5) curriculum. Support for staff development was related to actual staff development programs, and staff development programs were related to curriculum.

For purposes of the interview global education was conceived in terms of content, skills, and values. Instances of a global curriculum might include students reading literature from a variety of countries, comparing our history and culture with that of non-Western people, and designing policy for environmental problems. Topics such as international understanding, interdependence, systems theory, sexism, racism, peace, conflict resolution, hunger, development, ecology, and human rights are typical of global education. Student activities such as travel, exchange programs, foreign language practice, Model United Nations, and environmental study are also typical.

Global skills refer to the extent to which the school is preparing students to become productive and informed members of society.

Instances of this include student success in written and oral communication, cooperation, informed thought, and ability to access and manage information.

Global values refer to the role of the school in the students' assessment of themselves as members of the entire human race and stewards of world resources. These values might be reflected in the climate of the school and in attitudes toward diverse people.

Accepted definitions of global education were employed. One simple example is that used by the Center for Human

Interdependence:

Global education involves learning about those problems and issues that cut across national boundaries, and about the interconnectedness of systems—ecological, cultural, economic, political, and technological. Global education involves perspective taking—seeing things through the eyes and minds of others—and it means the realization that while individuals and groups may view life differently, they also have common needs and wants.<sup>2</sup>

Another useful example, known as the Hanvey definition of global education is probably the best known and the most often cited internationally. Hanvey identifies the following five dimensions of global education: perspective consciousness, 'state of the

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<sup>2</sup>Kenneth A. Tye, "Conclusion: A Look to the Future," in Global Education: From Thought to Action. The 1991 Yearbook of the Association for Supervision and Curriculum Development, ed. Kenneth A. Tye (Alexandria, VA: ASCD, 1990), 163.

planet'awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices.<sup>3</sup>

The conversational style of the interviews, each of which was held in the authentic setting of the high schools, added to the range and depth of knowledge shared by the principals. It is in the spirit of cooperation that the following conclusions of this study, recommendations which seem indicated, and suggestions for further study are offered. May they serve to illuminate the path of global educators as they direct, and redirect, their course.

### Conclusions

- All of the principals were familiar with accepted definitions and examples of global education. They were quick to identify instances of it occurring in their schools.

- Although the principals felt that they supported global education through creating a vision for teachers, this vision was usually rendered within a local school or community context.

The principals were generally in accord with the ideals of the field and, as school leaders, believed that they promoted staff development for global education by setting goals, specifying a mission, or creating a vision for teachers. They tended to apply the dimensions of global education to a local context and to

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<sup>3</sup>Robert G. Hanvey, An Attainable Global Perspective (Denver: Center for Teaching International Relations, 1976; reprint, New York: Global Perspectives in Education, 1982), 4-22.

view it as a moral, social movement. They were concerned about peaceful, harmonious relations among students of both culturally similar and culturally diverse backgrounds, about community service, and about student exposure beyond the bastions of privilege.

- The topic of global education in a local setting was a priority for the principals, and was superseded only by technology amidst many topics. Global education that transcends national boundaries was a priority for only three of the principals.

Technology, global education, and pedagogy led a list of twenty four topics mentioned as the principals' personal priorities for staff development.

- Only two schools had a strong multi-year, focused staff development program for global education. Four other schools had some staff development for global education worthy of mention. The principals in each of these schools strongly supported these global education efforts.

Evanston Township High School, which also has the most culturally diverse student body, has a focused three-year plan with a multicultural emphasis. The Illinois Math and Science Academy integrates the global education into all aspects of its strong staff development program. The University of Chicago Lab School, Glenbard West High School, and Loyola Academy offer staff development for global education. The faculties at Glenbrook North and



Glenbrook South were requesting opportunities for staff development in global education but it was only evident in a small, morning only, school-within-a-school at Glenbrook South.

- Three schools in this sample have redesigned traditional staff development models. The principals have been instrumental and influential in the process in all three instances.

These schools are Evanston Township High School, the Illinois Math and Science Academy, and Hinsdale High School. Hinsdale High does not have staff development for global education.

- Few organizations that promote and design global education are being used by the schools in this sample.

- The principals did not perceive the hiring of new teachers as an avenue for enhancing global education staff development programs.

Principals were seeking to hire competent, knowledgeable, and experienced individuals. They did not specify global competencies or identify related knowledge, skills, or values.

- The curricula of the eighteen schools studied reveal an extraordinary resistance to change.

Today's adolescents study the same books and poems, the same treaties and the same languages as their parents did. And they study them in the same patterns for the same amount and

length of school periods. They still join clubs and do volunteer work. Teachers are teaching what they have been taught.

- Global texts, lessons, or resource materials were rarely mentioned by principals when discussing the curriculum in their schools.

- The three schools which offer a global curriculum are experimental and serve gifted or academically proficient students. They enjoy strong administrative support for staff development for global education.

### Recommendations

- International, global education, and other interested organizations should develop staff development training to expose educators to the range of materials available and guide them in their effective use. These organizations should market their ideas to school principals.

- More global education materials and related trainings should be developed and produced.

- The principal should be more active in demonstrating his or her commitment to global education.

- Staff development, both for global education and in general, should receive more administrative support, material resources, and emphasis.

- Staff development, both for global education and in general, should be redesigned and time should be provided for it during working hours.

- Staff development for global education should be conducted in teacher training institutions.

#### Suggestions for Further Study

- What is the principal's role in staff development for global education in non-elite secondary schools, elementary schools, and other countries?

- What are the typical resources that principals rely on when planning staff development? Do these include useful information on global education?

- How can global education classroom materials be used to supplement or replace current texts?

- How can staff development for technology integrate global education?

- How is global education treated in teacher training programs?

- What is the state of global education in higher education?
- What is the relationship among teacher collaboration, staff development, and school change?
- How does knowledge acquired through the mass media transfer to the classroom via principals, teachers, or students?
- Are there historical examples of change from ethnocentric to more global education?
- What effect do College and University admissions policies have on global education in secondary schools?
- What effect does assessment have on global education in secondary schools?

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## APPENDIX A



# DEFINING GLOBAL EDUCATION



## A SHORT DEFINITION

Global education involves learning about those problems and issues that cut across national boundaries, and about the interconnectedness of systems—ecological, cultural, economic, political, and technological. Global education involves perspective taking — seeing things through the eyes and minds of others—and it means the realization that while individuals and groups may view life differently, they also have common needs and wants.

Center for Human Interdependence

## THE DIMENSIONS OF GLOBAL EDUCATION

•**Perspective Consciousness:** the recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own.

•**'State of the Planet' Awareness:** awareness of prevailing world conditions and developments, including emergent conditions and trends, e.g. population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, inter-nation and intra-nation conflicts, etc.

•**Cross-cultural Awareness:** awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how the ideas and ways of one's own society might be viewed from other vantage points

•**Knowledge of Global Dynamics:** some modest comprehension of key traits and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciousness of global change

•**Awareness of Human Choices:** some awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands

Robert G. Hanvey. An Attainable Global Perspective.

WHAT GLOBAL EDUCATION LOOKS LIKE IN SCHOOLS

international curriculum materials  
 studies of the developing world  
 awareness of scientists as a global community of scholars  
 area studies  
 non-western literature, history, art , music, drama  
 war/peace studies  
 intercultural cooperation  
 student or faculty foreign exchange programs  
 student travel  
 themes such as interdependence, systems thinking, global economy, ethnic  
     conflict, ethnic diversity, colonialism, racism, sexism, environment,  
     literacy, hunger,  
 service programs  
 non-sexist programs and policies  
 conflict resolution  
 student responsibility  
 student service programs  
 foreign language  
 awareness of skills needed for the global workplace

TOPICSSKILLS/CONCEPTSVALUES

area studies  
 foreign language  
 ecology/environment  
 hunger/nutrition  
 war/peace studies  
 world history  
 world literature  
 world arts  
 exchange programs  
 travel  
 service programs  
 work skills

multiple perspectives  
 systems thinking  
 interdependence  
 cooperation  
 development  
 scarcity  
 conflict resolution  
 modernization  
 sexism  
 racism  
 colonialism

peace  
 human rights  
 literacy  
 diversity  
 education  
 health

## **APPENDIX B**

## INTERVIEW QUESTIONS

### Questions:

To what extent do you promote global education in setting the goals, specifying the mission, or creating a vision for your teachers?

In what ways do you encourage or require staff development related to global curriculum, global skills, or global values?

Which, if any, school policies guide you in your efforts?

What portion of your staff development efforts and resources benefit global education?

What other areas compete with global education for staff development resources? Which competing areas are most important to you and why?

Which models, if any, of staff development do you favor? Do you feel that a particular model of staff development is most appropriate for global education?

How do you use individual, small group, and large group formats?

Which agencies, if any, collaborate with you to deliver staff development for global education?

In hiring new employees, what criteria exist during the paper screening phase which mention global knowledge, skills, or values? To what extent is this policy effective?

What type of questions used to interview teachers or other staff members refer to global competencies, or interests?

Since your tenure here, which global education staff development practices have been successful? Which have been less than successful?

How are these staff development efforts evaluated?

What is the history of global education for staff development at this school?

Which of the current global education efforts are likely to diminish or vanish when the energy of the responsible staff members is no longer present? Which efforts are likely to enjoy continued implementation?

How do these staff development efforts tend to become institutionalized? Which efforts have you consciously discarded?

How do you imagine the future of staff development plans for global education?

What effect do staff development efforts for global education have on the curriculum of your school?

Where do you recognize global content, skills, or values in the curriculum?

## APPENDIX C

# SELECTED INTERVIEW DATA

SCHOOL	DATE OF INTERVIEW	LOCATION
Chicago Latin School	3/10/92	Chicago
Deerfield High School	2/10/92	Suburban Lake County
Evanston Township High School	11/7/91	Suburban Cook County
Francis Parker High School	9/27/91	Chicago
Glenbard West High School	4/28/92	Suburban DuPage County
Glenbrook North High School	11/15/91	Suburban Cook County
Glenbrook South High School	2/20/92	Suburban Cook County
Highland Park High School	2/18/92	Suburban Lake County
Hinsdale Central High School	3/26/92	Suburban DuPage County
Homewood-Flossmoor High School	3/12/92	Suburban Cook County
Illinois Math and Science Academy	4/1/92	Suburban DuPage County
Lake Forest Academy	5/26/92	Suburban Lake County
Lake Forest High School	3/30/92	Suburban Lake County
Loyola Academy	9/27/91	Suburban Cook County
New Trier Township High School	11/12/91	Suburban Cook County
North Shore Country Day School	12/6/91	Suburban Cook County
Stevenson Prairie View High School	5/19/92	Suburban Lake County
U. of Chicago Lab School	6/2/92	Chicago

SCHOOL	PUBLIC OR INDEPENDENT	RELIGIOUS AFFILIATION	ADMISSIONS CRITERIA
Chicago Latin School	independent	none	competitive
Deerfield High School	public	none	geographical
Evanston Township High School	public	none	geographical
Francis Parker High School	independent	none	competitive
Glenbard West High School	public	none	geographical
Glenbrook North High School	public	none	geographical
Glenbrook South High School	public	none	geographical
Highland Park High School	public	none	geographical
Hinsdale Central High School	public	none	geographical
Homewood-Flossmoor High School	public	none	geographical
Illinois Math and Science Academy	public	none	competitive
Lake Forest Academy	independent	none	competitive
Lake Forest High School	public	none	geographical
Loyola Academy	independent	Catholic/Jesuit	competitive
New Trier Township High School	public	none	geographical
North Shore Country Day School	independent	none	competitive
Stevenson Prairie View High School	public	none	geographical
U. of Chicago Lab School	independent	none	competitive



SCHOOL	1991-92 #STUDENTS	WHITE STUDENTS	AFRICAN- AMERICAN STUDENTS
Chicago Latin School	265	84%	5%
Deerfield High School	1164	94.30%	0.80%
Evanston Township High School	2742	49%	42.30%
Francis Parker High School	265	n / a	n / a
Glenbard West High School	1632	88.30%	2.80%
Glenbrook North High School	1712	84.10%	0.20%
Glenbrook South High School	1907	82.20%	1%
Highland Park High School	1556	88%	3.80%
Hinsdale Central High School	1577	82.80%	2.40%
Homewood-Flossmoor High School	2043	76.20%	15.40%
Illinois Math and Science Academy	610	61%	5%
Lake Forest Academy	210	76%	10%
Lake Forest High School	1086	94.90%	0.80%
Loyola Academy	1515	79%	3.90%
New Trier Township High School	2763	88.40%	1.20%
North Shore Country Day School	112	n / a	n / a
Stevenson Prairie View High School	2042	89.60%	1.20%
U. of Chicago Lab School	432	49%	26%

SCHOOL	ASIAN/ P.ISLANDER STUDENTS	HISPANIC STUDENTS	NATIVE AMERICAN STUDENTS
Chicago Latin School	7%	2%	0%
Deerfield High School	3.60%	1.10%	0.20%
Evanston Township High School	4.20%	4.40%	0%
Francis Parker High School	n / a	n / a	n / a
Glenbard West High School	5.90%	2.70%	0.20%
Glenbrook North High School	14.40%	1.30%	0.10%
Glenbrook South High School	13.80%	2.80%	0.20%
Highland Park High School	2.60%	5.60%	0%
Hinsdale Central High School	13.40%	1.70%	1.30%
Homewood-Flossmoor High School	6.80%	1.60%	0.10%
Illinois Math and Science Academy	28%	4%	n / a
Lake Forest Academy	13%	1%	0%
Lake Forest High School	3.20%	1%	0%
Loyola Academy	11.20%	5.40%	0%
New Trier Township High School	9%	1.40%	0%
North Shore Country Day School	n / a	n / a	n a /
Stevenson Prairie View High School	6.50%	2.20%	0.50%
U. of Chicago Lab School	14%	2%	n / a

SCHOOL	LOW INCOME FAMILIES	STUDENTS IN COLLEGE PREP PROGRAM	SELF-REPORT COLLEGE BOUND
Chicago Latin School	n / a	100%	100
Deerfield High School	0.00%	100%	n / a
Evanston Township High School	20%	90%	75-80%
Francis Parker High School	n / a	100%	n / a
Glenbard West High School	2.30%	89%	89%
Glenbrook North High School	0.40%	100%	98%
Glenbrook South High School	3.80%	100%	92.60%
Highland Park High School	6.30%	100%	n / a
Hinsdale Central High School	0.30%	96%	98%
Homewood-Flossmoor High School	0.50%	100%	n / a
Illinois Math and Science Academy	n / a	100%	n / a
Lake Forest Academy	n / a	100%	100%
Lake Forest High School	0%	95%	n / a
Loyola Academy	n / a	100%	99%
New Trier Township High School	0.30%	96.50%	n / a
North Shore Country Day School	n / a	100%	100%
Stevenson Prairie View High School	0.20%	99.10%	n / a
U. of Chicago Lab School	n / a	100%	100%

SCHOOL	GRADUATION	OPERATING
	RATE 1990-91 or 1991-92	EXPENDITURE PER PUPIL 1989-90
Chicago Latin School	100%	n / a
Deerfield High School	100%	\$10,510
Evanston Township High School	92.70%	\$10,245
Francis Parker School	n / a	n / a
Glenbard West High School	94.40%	\$7,236
Glenbrook North High School	98.40%	\$10,029
Glenbrook South High School	99.70%	\$10,029
Highland Park High School	96.80%	\$10,510
Hinsdale Central High School	94.60%	\$8,728
Homewood-Flossmoor High School	93.10%	\$8,391
Illinois Math and Science Academy	n / a	n / a
Lake Forest Academy	n / a	n / a
Lake Forest High School	99.10%	\$10,192
Loyola Academy	98%	n / a
New Trier Township High School	99.80%	\$8,823
North Shore Country Day School	100%	n / a
Stevenson Prairie View High School	94.80%	\$7,396
U. of Chicago Lab School	100%	n / a

SCHOOL	#TENURE OF PRINCIPAL	GENDER OF PRINCIPAL
Chicago Latin School	2	m
Deerfield High School	5	m
Evanston Township High School	7	m
Francis Parker High School	5	m
Glenbard West High School	3	f
Glenbrook North High School	23	m
Glenbrook South High School	25	m
Highland Park High School	1	f
Hinsdale Central High School	12	m
Homewood-Flossmoor High School	1	f
Illinois Math and Science Academy	5	m
Lake Forest Academy	6	f
Lake Forest High School	6	f
Loyola Academy	10	m
New Trier Township High School	3	f
North Shore Country Day School	3	m
Stevenson Prairie View High School	1	m
U. of Chicago Lab School	6	m

## APPROVAL SHEET

The dissertation submitted by Terryl Stirling has been read and approved by the following committee:

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

December 3, 1992  
Date

  
Director's Signature